DOCUMENT RESUME

ED 304 538 CE 052 051

AUTHOR Brooke, W. Michael; Morris, John F.
TITLE Continuing Education in Canadian Universities: A Summary Report of Policies and Practices--1985.
INSTITUTION Canadian Association for University Continuing Education, Ottawa (Ontario).
SPONS AGENCY Department of the Secretary of State, Ottawa (Ontario).
REPORT NO ISBN-0-921076-00-2
PUB DATE 87
NOTE 119p.
AVAILABLE FROM Canadian Association for University Continuing Education, 151 Slater Street, Ottawa, Ontario, Canada K1P 5N1 ($10.00).
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Continuing Education; Credit Courses; *Distance Education; *Educational Administration; *Educational Policy; *Educational Practices; Educational Research; Foreign Countries; Noncredit Courses; *Universities
IDENTIFIERS *Canada

ABSTRACT

This report collects, analyzes, and summarizes descriptive information on selected academic and administrative policies and practices pertaining to part-time students and continuing education operations at Canadian universities. An introduction describes the study and the sample--the institutional membership of the Canadian Association for University Continuing Education (n=56). Section A reports information submitted by 44 respondents regarding the general configuration and administration of continuing education and the continuing education departments at the various universities. Findings are presented under three headings: structure of department, personnel, and finances. Section B discusses responses of 35 departments on the section of the questionnaire that collected information on degree-credit course operations. Findings are discussed under seven headings: organization and management, policies and practices, fees, instructors and instructor recruitment, students and student recruitment, scheduling, and distance education. Section C provides responses of 36 departments to questions regarding nondegree operations. Findings are presented under the same seven headings as in Section B. Tables and figures are included, where appropriate, below the relevant narrative for each item reported. A list of respondents and a copy of the questionnaire are appended. An index is provided. (YLB)

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ED304538

CONTINUING EDUCATION IN CANADIAN UNIVERSITIES: A SUMMARY REPORT OF POLICIES AND PRACTICES - 1985

by

W. Michael Brooke
and
John F. Morris

Canadian Association for University Continuing Education
1987

CE052051

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Brooke, Michael and Morris, John F.
Continuing Education in Canadian Universities:
A Summary Report of Policies and Practices - 1985

ISBN: 0-921076-00-2

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Published by:

Canadian Association for University Continuing Education
151 Slater St.
Ottawa, Ontario K1P 5N1
CANADA

Produced by:

Department of Extension and Summer Session
The University of New Brunswick
Box 4400
Fredericton, New Brunswick
Canada E3B 5A3

Cover Design:

John Webster, Fredericton, New Brunswick

Sponsored by:

This project was partially supported under a contract from
The Department of the Secretary of State
Government of Canada

Price:

$10.00 - cheque or money order made payable to:
Canadian Association for University Continuing Education

TABLE OF CONTENTS

List of Figures iii

List of Tables iv

Preface and Acknowledgements v

Introduction 1

Section A: General Organization and Management

Introduction 5
Part I: Structure of Unit 6
Part II: Personnel 11
Part III Finances 14

Section B: Degree Courses

Introduction 17
Part I: Organization and Management 18
Part II: Policies and Practices 22
Part III: Fees 29
Part IV: Instructors and Instructor Recruitment 31
Part V: Students and Student Recruitment 34
Part VI: Scheduling 38
Part VII: Distance Education 38

Section C: Non-Degree Courses

Introduction 41
Part I: Organization and Management 42
Part II: Policies and Practices 46
Part III: Fees 48
Part IV: Instructors and Instructor Recruitment 49
Part V: Students and Student Recruitment 51
Part VI: Scheduling 54
Part VII: Distance Education 54

Appendix I: List of Respondents to Survey Questionnaire 57

Appendix II: Copy of Questionnaire 61

Index 111

LIST OF FIGURES

FIGURE		PAGE
A-1	Title of the Head of the CEU	11
A-2	Percentage Distribution of the Source of Funds for CEUs	15
A-2	Percentage Distribution of Overhead from External Contract	16
B-1	Responsibility for Approving Instructors	18
B-2	Responsibility for Approving Courses	19
B-3	CEU Funding	22
B-4	Part-time Student Definition	23
B-5	Mature Student Definition	24
B-6	Registration Prior to Submission of Transcripts	26
B-7	Separate Registration from Full-time Students	26
B-8	Time Spent by Professional Staff	28
C-1	Responsibility for Approving Instructors for Non-degree Courses	42
C-2	Responsibility for Approving Non-Degree Course Offerings	43
C-3	CEU Funding	45
C-4	Time Spent by Professional Staff	48

LIST OF TABLES

TABLE		PAGE
A-1	Titles Used for CEUs	6
A-2	Major Functions Performed by CEUs	7
A-3	Other Providers of University Continuing Education	8
A-4	Major Types of Continuing Education Advisory Committees	10
A-5	Title of Second-level CEU Administrator(s)	12
A-6	Average Number of Full-time Equivalent Staff in CEUs	14
B-1	Promotion of Staff Within CEU	20
B-2	Source of Previous Experience	21
B-3	Admission Requirements	25
B-4	Advanced Standing to Transfer Students	27
B-5	Initiation of Programs	28
B-6	Orientation Program Areas	29
B-7	Other Fees Assessed	30
B-8	Methods of Tuition Fee Payment	30
B-9	Instructor Hiring Final Authorization	31
B-10	Schedule of Stipends Per Full-course Equivalent for Full and Part-time Instructors	32
B-11	Authorization of Salary Schedules for Instructors	32
B-12	Part-time Faculty Benefits	34
B-13	Services Available for Adult Part-time Students	35
B-14	Academic Awards	35
B-15	Types of Counselling and Advisement Available in Universities	36
B-16	Responsibility for Counselling and Advising Part-time Adult Students	36
B-17	Method of Distance Education Used to Deliver Courses	39
B-18	CEU Staff Responsible for Distance Education	39
B-19	Types of Staff Functions Related to Distance Education	40
C-1	Promotion of Staff Within CEU	43
C-2	Source of Previous Experience	44
C-3	Costs Borne by CEUs	45
C-4	Initiation of Programs	47
C-5	Methods of Tuition Fee Payment	49
C-6	Instructor Hiring Final Authorization	50
C-7	Authorization of Salary Schedules for Instructors	50
C-8	Services Available for Adult Part-time Students Taking Non-degree Courses	52
C-9	Types of Counselling and Advisement Available in Universities	52
C-10	Responsibility for Counselling and Advising Part-time Adult Students	53
C-11	Method of Distance Education Used to Deliver Courses	55
C-12	CEU Staff Responsible for Distance Education	55
C-13	Types of Staff Functions Related to Distance Education	56

PREFACE

The need for some assessment of adult education as carried on in Canadian universities has been felt for some time. It has not been difficult to see that the past two decades have brought substantial growth, at least as measured by the number of universities providing adult activities, and the number of new courses and students.

The above words could have been expressed by anyone who is currently involved in higher education in Canada today. They were not. Instead, they were written by J. Roby Kidd in the Preface to his seminal study, Adult Education in the Canadian University, which was published in 1956. Kidd observed at the time that, in 1935, only nine universities in Canada had extension departments; by 1956, twenty-two universities reported some form of activity in adult education or extension work.

The growth in university continuing education continues apace. Thirty years after Kidd's study in 1956, more than three times as many universities are involved in one or more aspects of continuing education. The demand by adults for access to university programs and services continues to grow, and participation rates in continuing higher education are far greater today than they were in 1956.

Thomas Carlyle once wrote (in Past and Present, 1843) that "the latest Gospel in the world is, know thy work and do it". Similar to the need perceived by Kidd in 1956 for an assessment of adult education undertaken by Canadian universities, many members of the Canadian Association for University Continuing Education expressed a comparable interest during the latter part of the 1970's and early 1980's. Rapid growth and change in university continuing education characterized this period in numerous ways: organizational expansion; increased students, programs, courses and services; additional modes of delivery - to cite but a few. Those who had worked in the field of university continuing education for some years began to realize that the traditional network for obtaining information about operational concerns had grown considerably and was becoming more difficult to access. Newcomers to the field, of which there were not a few

during the past decade or so, were often bewildered by the scope of the challenges they faced; the pace of the developments; and the emerging areas of specialization or diversity of operations.

Recognizing this need to know our field was one thing; addressing it was another. Kidd's study in 1956 and William Hoppe's study, Policies and Practices in Evening Colleges - 1971, which was published in 1972 for the Association of University Evening Colleges in the United States, were daunting enough in terms of scope and execution. A modified version of Hoppe's study was conducted by Dennis Prisk in 1982 for the Association for Continuing Higher Education and published as A Summary of Policies and Practices in Continuing Higher Education - 1982. The task remained, however, to produce a more recent overview of university continuing education in Canada - one which would describe the field comprehensively for those involved in it and which could provide a source of information for current needs and future reflections.

Events leading to the current study included the development of a discussion paper in 1979 by John Morris entitled "Towards the Development of a Handbook of Policies and Practices in Continuing Education in Atlantic Universities". In 1983, Marion Croft, President of CAUCE, invited members to consider undertaking a survey of the "state of the art" of continuing education, and discussions were held by the Executive Committees during 1984 and 1985 towards this objective. Faith Gildenhuys of Carleton University and John Morris of the University of New Brunswick were asked to supervise the project and to coordinate the development of an appropriate survey instrument.

As the project grew and evolved, the Executive Committee established an Ad Hoc Advisory Committee to serve as a reference and steering group for the study. Members who served on this Committee included:

- Michael Brooke, University of New Brunswick
- Larry Devlin, University of Victoria
- Faith Gildenhuys, Carleton University
- Herb Kindred, University of Regina
- John Morris, University of New Brunswick
- Mark Waldron, University of Guelph

It soon became apparent that the concept of a "project" had to be modified because of the scope and components involved; instead, it seemed more appropriate to broaden the original horizon and to conceive a "process" for gathering and disseminating information about university continuing education in Canada - one which would be an on-going activity and service of CAUCE for its members but which would also yield "products" periodically such as published reports of surveys and the like. This summary report is the first such publication, and it is hoped that others will follow regularly to keep the process evolving.

Acknowledgements

Obviously, a project of this scope is the result of many minds, much effort and considerable time. We wish to express our appreciation to the many deans and directors of continuing education and to their staff for taking the time and care in completing a rather detailed information gathering instrument in addition to their many regular daily tasks. Without this cooperation and support, the study would not have been able to continue.

Members of the Ad Hoc Advisory Committee also contributed to the study through their participation in several telephone consultations and by reading and commenting on various drafts of the survey instrument and analysis.

At least three Presidents of CAUCE - Marion Croft, Alex Waugh, and Margit Nance - and their Executive Committees provided encouragement and support for the study as it evolved or when it stalled. They also took time from the crowded agenda of the meetings of the Executive Committee to review proposals or drafts of the questionnaire and to provide much helpful advice.

During the early stages of the study, Dennis Prisk of the University of Alabama provided much useful information and suggestions based on similar studies which he had directed on behalf of the Association for Continuing Higher Education and the National University Continuing Education Association in the United States.

Considerable assistance was provided by Wendy Watkins and Ken Innes of Ottawa in the design of the questions and survey instrument; the coding and processing of the data; and the preparation of the frequency reports. Their time and patience in working with those involved in this study have been greatly appreciated, and their expertise as research consultants helped to keep this survey within the realm of credibility.

Ken Clements and his staff at the Association of Universities and Colleges of Canada provided much-needed administrative and logistical support for the study. Ken has also been most helpful in serving as a liaison in Ottawa on behalf of CAUCE in discussions with the Department of the Secretary of State, Government of Canada.

Without the financial support of the Department of the Secretary of State, the implementation of this study and the publication of the findings would have been seriously delayed or possibly modified considerably.

The preparation of this document has, at times, not been an easy task, but the appearance of the report has been made all the more professional by Susan Beattie who was responsible for producing the text and the graphics from her trusty Mac under impossible time constraints.

Although many individuals have contributed to this study at various stages, we are fully aware

of the limitations which surveys of this kind entail. Any inadequacies or inaccuracies in the study and the report are ours to live with. As continuing educators, we are only too well aware of what we have learned from undertaking this self-directed (inflicted?) challenge. We hope others will learn from the results of this study as well.

Michael Brooke
John Morris

Fredericton, New Brunswick
Sept., 1987

INTRODUCTION

Purpose of the Survey

The study was designed to collect, analyze, summarize, publish and disseminate descriptive information on selected academic and administrative policies and practices pertaining to part-time students and continuing education operations at Canadian universities. Specifically, the purposes of the study can be expressed as follows:

(1) to design a process for gathering and disseminating information on policies and practices in continuing university education;

(2) to implement the system as a pilot project and to assess its utility and application for future use;

(3) to provide an information service to members of CAUCE and others by compiling and maintaining a compendium of data on university continuing education.

The first phase of the project, therefore, has been devoted to identifying the major operational areas from the field for the study; defining the selected topics and issues to be included in the information system; developing an instrument for gathering the information; and providing reports on the initial set of data gathered.

Subsequent phases could include the following: (1) additional detailed or specialized reports on subsets of the data; (2) development of protocols, policies and procedures to enable access to the data base for individual requests or specialized studies; and (3) refinement of the instrument and process for collecting information in order to update the data base, possibly on a quinquennial basis.

Methodology

A review of the literature, including various surveys of different aspects of university continuing education operations, was conducted to identify possible areas of policies and practices to be studied. A topical outline of these areas was developed and discussed with members of CAUCE at national, regional and Executive meetings. The original topical outline was refined and reorganized until it contained what was deemed to be the major areas for the study.

Following this selection of the policies and practices to be included in the information system, a questionnaire was developed using the conventional methods and process for designing survey questions and instruments. Drafts of the questionnaire were reviewed by selected deans and directors as well as by different kinds of programming staff in small as well as large continuing education units in several regions of the country. Once assembled, the questionnaire was pilot tested, revised and adapted for computer processing. A copy of the survey instrument is included in this report as Appendix II.

The sample used for the study included the institutional membership of the Canadian Association for University Continuing Education. Unfortunately, this sample excluded many of the francophone universities in the Province of Quebec who were not members of CAUCE. Nevertheless, fifty-six questionnaires were mailed in December 1985 to the institutional representatives of the sample group.

The questionnaires were completed and returned during the early months of 1986. A cut-off date of May, 1986 was used by the researchers for receiving completed questionnaires. By that time, forty-four completed questionnaires had been received (approximately 79 per cent rate of return). The data were coded according to a standardized coding protocol which was developed by the research assistants. The data were entered into the computer, and frequency distributions were prepared using the results produced from the computer tabulations.

Definitions

For purposes of this study, the researchers decided to adopt the following definitions:

(1) degree/certificate courses: - courses taken for credit towards an academic degree or certificate awarded by the university. Certificate courses and/or programs must consist primarily of courses or programs for which academic credit is awarded;

(2) non-degree courses: - all other courses and/or programs.

The period of time selected for defining program operations for certain items of the questionnaire was September 1, 1984 through August 31, 1985.

In setting these definitions and period of time, the researchers were all too aware of the limitations and inadequacies that these imposed given the diversity, complexity and fullness of the subject matter under study. In fact, the question of definitions was one area of interest on which the study sought to gather information. Notwithstanding these limitations, the pilot tests of the survey instrument suggested that these rather basic definitions were sufficiently understood for a general study of this kind.

Future Development

As noted previously, this survey of policies and practices is an initial attempt to identify and describe the structure, functions, and operation of continuing education in Canadian universities. At best, this phase of the study and this report are essentially a very general profile of the field. This report, which represents a "product", is a snapshot which was taken at a particular time. While providing reasonably timely information which describes this sector of higher education in Canada, the report will also serve as a benchmark for future studies. Having charted the waters in a general sense and taken a "reading" of the current environment, the report will be useful for measuring subsequent changes, trends and evolutions of this field.

The basic data from the survey have been preserved in a data base under the aegis of CAUCE. Members of CAUCE will be permitted access to the data base, upon application to the CAUCE Secretariat, should they wish to do more specialized analyses of parts of the data. The data can be made available on floppy disks or transferred to computers via electronic mail.

Working With This Report

To anyone familiar with the requirements and methods of research in the social sciences, it will be perfectly clear that this study should not be considered as "scientific". It was not intended to be. Rather, a reasonable amount of care and precision was invested in the design and analysis of the instrument and the data; given the "nature of the beast", however, and the constraints inherent in the project, the results should be considered as an approximation of a rather complex social reality. Every attempt has been made to provide consistency and simplicity in reporting the results. Some will find the aggregated results and percentages sufficient for their needs; others may yearn for more specific numbers and details which have not been included in this report. Regardless, we hope that this profile will be used as a reference document or a reminder of the "way it was" in years to come.

SECTION A:
GENERAL ORGANIZATION AND MANAGEMENT

Introduction

Forty-four respondents completed this section of the survey instrument which was designed to obtain information on the general configuration and administration of continuing education and the continuing education units (CEUs) at the various universities. This section of the questionnaire was to be completed by all respondents, regardless of the scope of and mandate for continuing education at the respective institutions. The forty-four respondents for this section actually represent forty-two institutions; two institutions submitted two completed questionnaires each to reflect the distinct organizational entities established at those universities to administer degree-credit and non-degree operations separately.

The main parts of this section of the report are presented in the same order as they appeared in the survey instrument. Within the respective parts, however, some of the topics have been regrouped in order to provide a more coherent presentation of the findings.

To present some of the information graphically, tables and charts have been included, where appropriate, below the relevant narrative for each item reported. The percentages provided are based on the number of respondents to a particular question. To avoid repetition, however, the (N) is noted only where relevant in the various tables and figures. Pie charts are used only where responses total to 100 per cent (or less).

The findings for this section on organization and management are presented under the following headings:

Part I - Structure of Unit

Part II - Personnel

Part III - Finances

****

Part I: Structure of Unit

Centralized vs Decentralized Responsibility

Forty respondents (90 per cent) stated that a central administrative unit exists at their respective universities to operate continuing education programs. This number, however, is evenly divided in terms of the scope of responsibility for continuing education. One-half of the respondents stated that the central administrative unit for continuing education has primary responsibility for this area of operation; for the remaining half of the group, responsibility is shared with Faculties (average per cent - 19) or academic departments (average per cent - 13).

Title of Unit

In terms of organizational titles for the CEUs, pluralism prevails. To illustrate the range and diversity of titles, responses are reported below in Table A-1 for those with multiple frequencies.

Titles Used for CEUs

Table A-1
(N=44)

Title/Designation	N
Centre for Continuing Education	8
Division of Continuing Education	6
Extension Division/Department	2
School of Continuing Education	2
Office of Continuing Education	2
Office of Part-time Studies	2
Department of Continuing Education	2
Faculty of Extension	2

Other designations with a frequency of one each are as follows:

School of Continuing Education and Part-time Studies
Faculty of Continuing Education
Public Affairs and Continuing Education
Continuing Education and Faculty of Theology
Department of Extension and Summer Session
Woodsworth College
Extension and Community Relations
Division of Continuing Education and Community Service
Service for Continuing Education
Teaching Resources and Continuing Education
School for Continuing Education and Extension
University Extension
Continuing Education Department
Faculty of Part-time and Continuing Education
Office of Extra-Sessional Studies
Education permanente
Continuing Studies

One institution, Athabasca University, reported that the entire institution is responsible for continuing education, and no special administrative unit is designated as such.

Major Functions of CEUs

In terms of the major functions undertaken by the CEUs, the most frequently reported activity is the provision of university degree courses; this is followed closely by non-degree courses and university certificate courses. Found less frequently as a major function are research, community public relations and community development. Responses are summarized in Table A-2.

Major Functions Performed by CEUs

Table A-2

Function	Mean *
University degree courses	1.3
Non-degree short courses	1.8
University certificate courses	1.9
Workshops/conferences/seminars	2.1
English as a second language	2.6
Community development/education	2.6
Community public relations	2.6
Research	3.0

* where 1 is very important and 4 is not at all important

Other Providers

Respondents were asked to identify other organizational units within their respective institutions which retain primary administrative and programming responsibilities for continuing education. The data indicate that Faculties such as Physical Education, Health Services and Education most frequently retain primary administrative responsibility for continuing education in these sectors. These three academic units as well as Business/Commerce and Nursing retain primary responsibility for programming in continuing education. Details of the range and frequency of other continuing education providers in Canadian universities are summarized in Table A-3.

Other Providers of University Continuing Education

Table A-3

Academic Unit	Exclusive Administrative Responsibility	Academic Unit	Exclusive Program Responsibility
	(N)		(N)
Physical Education	8	Education	9
Health Sciences	7	Business/Commerce	8
Education	6	Health Sciences	7
Business/Commerce	5	Nursing	7
Engineering	5	Engineering	6
Law	5	Physical Education	6
Nursing	5	Social Work	6
Social Work	5	Arts	5
Science	3	Law	5
Forestry	2	Science	5
Performing Arts	2	Performing Arts	3
Theology	2	Forestry	2
Arts	1	Theology	1

Reorganization of Continuing Education

Slightly more than one-half of the respondents (56.8 per cent) stated that their respective institutions had undergone a fundamental structural reorganization of the continuing education area during the previous three years; an almost equal number of respondents (54.5 per cent) indicated that they have undergone a fundamental program reorganization in continuing education.

For those reporting a structural reorganization, the impetus for the change comes primarily from within the CEU (25 per cent); from the central administration of the university (20.5 per cent); or from the senior academic policy body of the institution (14 per cent).

Initiatives for program reorganization, however, more frequently come from within the CEU (34 per cent); central university administration (11 per cent) and senior academic policy bodies (7 per cent) do not appear to provide the impetus for changes in program orientation to any significant degree.

More than one-half of the CEUs (52.3 per cent) anticipate that changes will take place in continuing education during the next few years. The most frequently mentioned changes anticipated in the near future include: (1) expansion of mission or functions of the CEU (reported by 30 percent of the respondents); (2) a reduction in core budgeting support from the university (18 per cent); (3) an increase in staff (16 per cent); (4) increased movement towards full, cost recovery of expenses (14 per cent); and (5) an increase in core budgeting support from the university. These responses indicate a curious mixture of optimism and pessimism (or perhaps reality) in terms of the challenges and possible responses.

Reporting Relationships of the Dean/Director

Although the CEUs vary considerably in terms of structures, functions and designations, the reporting relationship of the dean or director of continuing education is quite uniform for those responding to the survey. Approximately eighty per cent of the deans/directors of the CEUs report to the Vice-President for Academic Affairs or the equivalent. Other reporting relationships for the dean/director of CEUs include the President (11 per cent) and an academic dean (7 per cent).

Advisory Committees

Eighty-two per cent of the respondents stated that they utilize one or more continuing education advisory committees. Representation on these committees includes (depending on the nature of the committee): faculty (77 per cent); CEU staff (55 per cent); part-time students (50 per cent); and business/community leaders (45 per cent). Table A-4 summarizes the major types of advisory committees and the percentage of utilization for each type.

Table A-4
(N=36)

Major Types of Continuing Education Advisory Committees

Type	Frequency %
Policy - development	61
Services to client groups	30
Services to learners	27
Policy - decisions	21
Administration/personnel	11
Research	2

Organization of the CEUs

Eighty-two per cent of the respondents (N-36) stated that they maintain distinct programming and/or service areas within the CEU. Most frequently found would be areas designated for summer session (72 per cent) and distance education (56 per cent). Other distinct programming or service areas within the CEUs include: (1) business/commerce, second language education, and fine arts/humanities - each with a frequency of forty-four per cent; (2) counselling/advising and marketing - each with thirty-six per cent; and (3) professional education and community development - each reported with a frequency of thirty-three per cent.

Linkages to Decision-Making Bodies

Seventy-five per cent of the respondents (N-33) reported that their CEU has representation on the senior academic decision-making body at their respective institutions. On the other hand, only forty-eight per cent of the respondents stated that the head of the CEU is represented on the top decision-making body of their institution.

The perceptions prevailing among the respondents indicate that the staff of the CEUs feel that the senior administrators in their respective institutions fully recognize (for 16 per cent of the respondents) the importance of the continuing education program. Another fifty-four per cent feel that their senior administrators are generally supportive of the cause of the CEU, while eighteen per cent stated that they have major reservations about the kind and amount of support provided by the senior university administrators.

Policy/Mission Statements

Seventy-one per cent of the respondents (N-31) stated that their institutions have a formal policy or mission statement which stipulates the importance of the continuing education function. Such statements can typically be found in ad hoc policy papers (34 per cent) or in university calendars (32 per cent). Only eight institutions (18 per cent) stated that their mission statements are incorporated in their respective university acts. Seven CEUs indicated that their mission statements can be found in their respective annual reports.

Approximately seventy-three per cent of the CEUs (N-32) reported that they have policy or mission statements of their own in addition to those statements articulated about continuing education in the institutional documents.

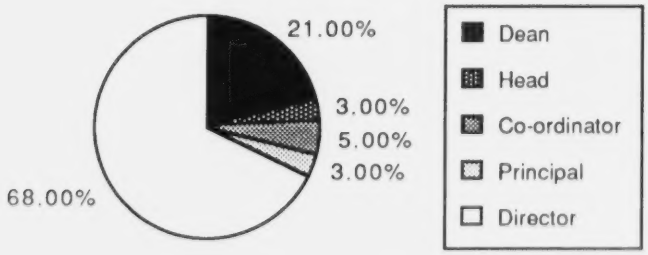
Part II: Personnel

Title, Background and Status of CEU Dean/Director

The most common designation assigned to the head of the CEU is that of director. Figure A-1 illustrates the various titles used for the head of the CEU.

Figure A-1
(N=41)

Title of the Head of the CEU



The highest level of formal education attained by the head of the CEU is almost evenly divided between those holding a doctorate (50 per cent) and those with a Masters degree (48 per

cent).

Approximately one-half of the heads of the CEUs (55 per cent) hold an academic appointment in an academic department at their respective institutions. One-third of the heads of the CEUs do not hold an academic appointment. A small number (12 per cent) have an academic appointment within the CEU.

Salary of the Head of the CEU

Based on responses from thirty-six institutions, the average salary for the head of the CEU (for the fiscal year 1985) was $56,944 (median - $58,750; maximum - $80,000). Approximately two-thirds of the respondents to this question felt that this salary was comparable to equivalent positions at their respective institutions, while fourteen per cent believed that their salaries were less than those for equivalent positions.

Title, Background and Status of the Second-level CEU Administrator(s)

The designations used for the title of the second-level administrator(s) are fairly diverse. The use of "Assistant" and "Associate" Director appear to be used more frequently than others. Table A-5 provides a summary of the titles and the percentage of use reported.

Title of Second-level CEU Administrator(s)

Table A-5
(N=38)

Title	Frequency %
Associate Director	18.2
Assistant Director	18.2
Other (unspecified)	15.9
Director	9.1
Associate Dean	6.8
Assistant Dean	4.5
Co-ordinator	4.5
Program Assistant	4.5
Administrative Assistant	4.5

The highest level of formal education attained by the second-level administrator(s) of the CEUs is more commonly the Masters degree (41 per cent), although thirty-two per cent also hold a

doctoral degree. Sixteen per cent reported the bachelor's degree as the highest level of education for this staff position.

Only nineteen per cent (N-36) of the second-level administrator(s) hold an academic appointment in an academic department. More than one-half of this level do not hold an academic rank at their respective institutions. Seventeen per cent of the respondents, however, stated that faculty rank for second-level CEU administrator(s) is held within the CEU.

Salary of the Second-level CEU Administrator(s)

Based on responses from thirty-four universities, the average salary for second-level administrator(s) in CEUs (for the fiscal year 1985) was $40,692 (median - $41,500; maximum - $60,000). Approximately two-thirds of the respondents reported that the salaries for second-level administrator(s) are comparable to equivalent positions at their respective institutions, while fourteen per cent felt that these salaries are less than those for similar positions elsewhere in the university.

Number of Full-time Equivalent Staff in CEUs

Table A-6 presents a general classification of personnel positions within the CEUs and the average number of full-time equivalent staff filling these positions. The data reveal that roughly two full-time support staff are appointed for each full-time professional administrative programming staff member in CEUs.

Average Number of Full-time Equivalent Staff in CEUs

Table A-6

Type of Position	Average F.T.E.
Professional administrative programming staff with academic rank	2.7
Professional administrative programming staff without academic rank	5.4
Joint appointments of academic staff with other Faculties/Departments/Schools	.5
Professional instructional staff with academic rank	.4
Professional instructional staff without academic rank	.4
Research staff with academic rank	.1
Research staff without academic rank	.2
Technical staff	1.2
Support staff	13.9

The largest number of professional administrative programming staff reported for a single institution is 25 (with academic rank) and 32 (without academic rank). The largest number of research staff in a single CEU is 2 (with academic rank) and 4 (without academic rank). The largest number of technical staff in a single CEU is 27 and 110 for full-time support staff.

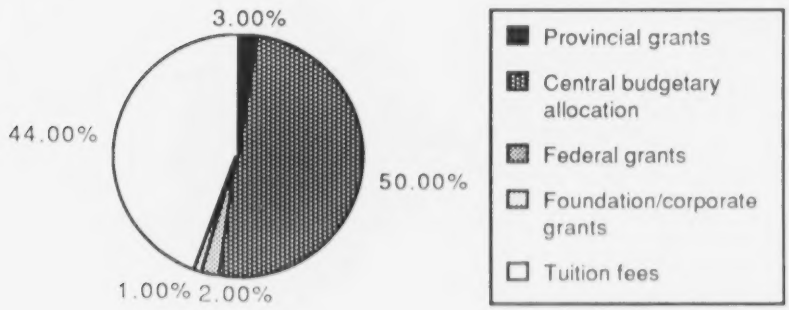
Part III: Finances

Budgeting

The average budget for CEUs, based on responses from thirty-seven institutions and on information for the 1985 fiscal year, is approximately $2.3 million. The smallest budget reported for the period is $80,000, and the maximum is $10 million. The median for the budgets of CEUs is $1.5 million. These figures include salary and non-salary items.

Funds for CEUs come from two primary sources: (1) a central budgetary allocation; and (2) tuition fees. Figure A-2 illustrates a percentage distribution of the source of total funds for the CEUs.

Figure A-2 **Percentage Distribution of the Source of Funds for CEUs (N=39)**



Surpluses of income after direct expenses have been met are usually returned to the general revenue of the university as reported by approximately sixty-four per cent of the institutions. One-third (32 per cent) of the CEUs stated that such surpluses are retained by the CEU for future program development. Less than one per cent of CEUs stated that surpluses are credited to any of the academic units.

Deficits generated by CEUs, however, appear to be treated differently than surpluses. The responsibility for meeting or absorbing deficits is more equally divided or shared within the institutions. Forty-three per cent of the respondents stated that deficits generated by continuing education operations are met from the general revenue of the university; forty-one per cent of the respondents reported, however, that any deficits are the responsibility of the CEU.

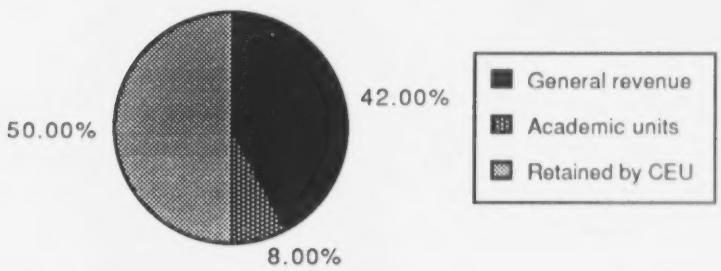
External Contracts and Overhead

Exactly one-half of the respondents (N-22) stated that their units offer courses or programs for external bodies or organizations under contractual arrangements. This same number also reported that an item to cover administrative and overhead charges is included in the budget for these contracts. The average percentage of overhead charged in such contracts is approximately twenty-seven per cent. The range is also worth noting in this instance. As reported by the respondents, the minimum percentage charged for overhead in external contracts is ten per cent and the maximum is thirty per cent.

Distribution of overhead from external contracts is either retained by the CEU or credited

towards the general revenue of the university. Details of the percentage distribution of overhead from external contracts is illustrated in Figure A-3. It is interesting to note that very little of the overhead is shared or retained by the academic units of the universities.

Figure A-3 Percentage Distribution of Overhead From External Contracts (N=36)



Computation of indirect expenses is commonly derived from a percentage of direct expenses as reported by seventy-one per cent of the respondents to this question (N-34). Approximately fifteen per cent of the CEUs indicated that indirect expenses are covered by means of a flat charge per program or event. Various other means are used by another fourteen per cent of the CEUs.

Subsidized Community Service Programs

Twenty-two (50 per cent) of the CEUs reported that they regularly provide community service programs on a subsidized basis.

SECTION B:
DEGREE COURSES

Introduction

Thirty-five CEUs responded to this section of the questionnaire which was designed to collect information on degree-credit course operations. Because of anomalies in the responses from two universities, however, the total number of respondents reported for most items in this section is thirty-three. The percentages provided are based on the number of respondents in a particular question (e.g.29 (N) = 100 per cent). To avoid repetition, the (N) is noted only where relevant in tables and figures.

The main parts of this section of the report are discussed in the same order as they appeared in the questionnaire. Within major parts, however, there has been some reorganization in order to make the presentation of material more coherent. Some new headings, not identified as such in the original questionnaire, have also been added.

Tables and figures have been included, where appropriate, below the relevant narrative for each item reported. Pie charts are used only where exclusive responses have been provided i.e. when the responses equal 100 per cent (or less).

The findings are discussed in this section under the following major headings:

Part I - Organization and Management
Part II - Policies and Practices
Part III - Fees
Part IV - Instructor and Instructor Recruitment
Part V - Student and Student Recruitment
Part VI - Scheduling
Part VII - Distance Education

****

Part I: Organization and Management

a) General

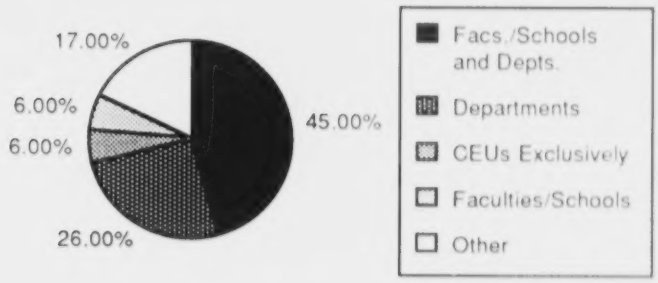
CEUs responsibility for courses and instructors

Figures B-1 and B-2 indicate the degree of responsibility which CEUs have for approving instructors and courses. In Figure B-1 it is interesting to note that only six per cent have exclusive approval authority for instructors. Academic departments in twenty-six per cent of the universities questioned have approval authority, and Faculties/schools AND departments jointly have forty-five per cent authority.

Regarding course approval, CEUs have a far greater degree of authority with forty-nine per cent being able to approve courses. As shown in figure B-2, responsibility for approving courses is done jointly by both Faculty/schools and academic departments in twenty-seven per cent of the sample.

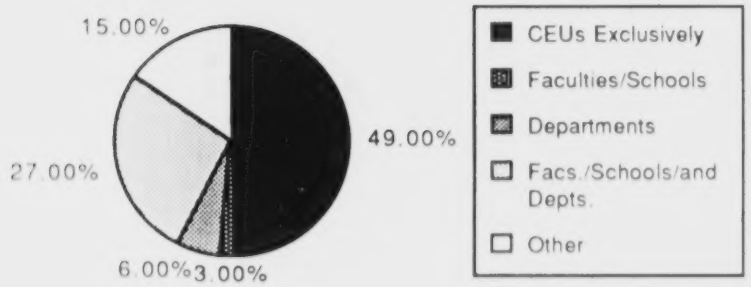
Figure B-1
(N=31)

Responsibility for Approving Instructors



Responsibility for Approving Courses

Figure B-2
(N=33)



Staff Background

Background of the staff is considered in this section. Included are matters pertaining to promotion, number of professional staff per unit, educational and work experience, and salary.

Table B-1 shows how professional, programming and research staff are promoted within the CEU. Although no clear preference was made, twenty-nine per cent of CEUs showed a preference for a performance assessment promotion approach used within the universities' administrative, technical and professional group. Only one university (3 per cent) indicated that it followed guidelines used for faculty in other academic units.

Promotion of Staff Within CEU

Table B-1
(N=34)

Method Used for Staff Promotions	Per cent
Through specified performance assessments based on stated criteria and procedures similar to faculty in other academic units	3
Through specified performance assessments based on stated criteria and procedures unique to your unit	18
Through specified performance assessments using criteria and procedures used generally through your university for administrative, technical and professional staff not holding academic rank	29
Through informal ad hoc assessments when positions within the unit become available or when recommendations or annual salary adjustments are made	17
No promotion system or procedures are in place presently	18
Other	15

The average number of program directors/co-ordinators/developers per CEU is 4.6 (the median is 2, and the maximum is 29). Based on the CEUs responding to this question, an average of only three per cent per unit had experience in continuing education before joining the unit. The majority of the program directors/co-ordinators have masters or doctoral degrees in academic disciplines. On the average, less than one per cent have a graduate degree in Adult Education. The average salary for program directors/co-ordinators is $27,350 and the maximum is $35,000 (N-20 for this question).

Table B-2 shows that thirty-seven per cent of the program developers had prior experience in other universities. The rest came from voluntary associations (15 per cent), business and industry (11 per cent), colleges (11 per cent), other post-secondary universities (11 per cent), etc.

Source of Previous Experience

Table B-2
(N=19)

Source	Per cent
Other universities	37
Voluntary associations	15
Colleges	11
Other post-secondary universities	11
Business and Industry	11
Other	10
Freelancing	5

CEUs had no significant preference of staff selection criteria based on (1) specialty in a particular academic discipline; (2) specialty in the adult education discipline; or (3) general knowledge.

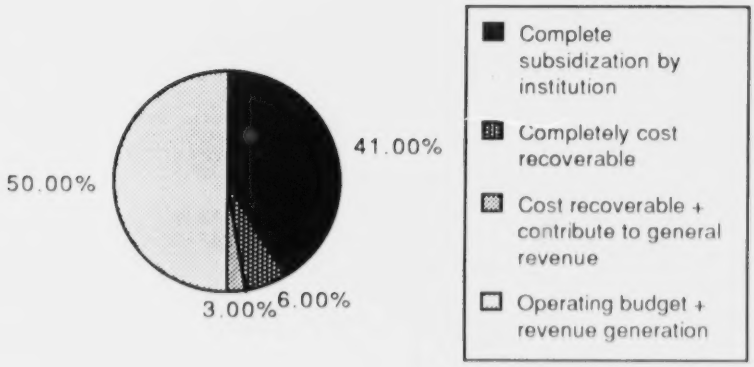
It is interesting to note, however, that those with an adult education background were given the least preference. General knowledge is given the most consideration in selecting programming staff.

b) Finance

Figure B-3 shows that approximately half of the CEUs have an operating budget provided by the university on the understanding that all or most of these funds will be returned to the university through CEU generated revenue. Forty-one per cent of CEUs are completely subsidized by the university through an allocated operating budget. Six per cent of the CEUs operate on a cost recoverable basis whereby all direct expenditure must be recovered by revenue.

CEU Funding

Figure B-3
(N=34)



In financing the operation of degree-credit offerings, sixty-seven per cent of the funds is derived from monies granted by the university, and twenty-eight per cent is generated from student registration fees. Very small amounts (less than 1 per cent) are derived from external sources.

Eighty-five per cent of the CEUs (N-28) stated that their method of funding has remained unchanged for the past three years. Seventy-six per cent (N-25) said that they do not anticipate a change during the next three years, but twenty-four per cent (N-8) do anticipate a major change in funding method within the next three years.

When asked whether the method of funding compared with other units within the university, such as Faculties/schools, service departments or institutes/specialized centres, no clear pattern emerged, although about a third of the CEUs indicated that they were closer to the method of funding used in Faculties/schools than service departments and institutes/specialized centres.

Part II: Policies and Practices

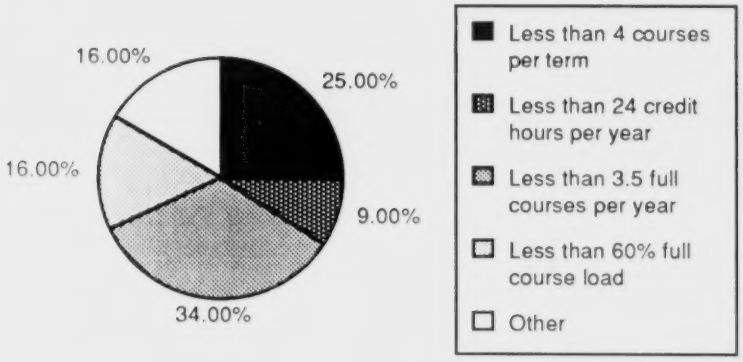
In Part II, the following major areas are considered: definitions of part-time and mature students, admission requirements, registration details, nature and extent of non-degree courses, and orientation programs.

Definitions

Figures B-4 and B-5 provide an indication of how CEUs define part-time and mature students respectively. Figure B-4 shows that, for a part-time student, the two most common definitions are "a student who takes fewer than four courses per semester/term" (25 per cent), and "a student who takes fewer than 3.5 full courses during the academic year, or fewer than 2 full courses per term" (34 per cent). The definition used most widely for a mature student is shown in Figure B-5, as "someone 21 years of age or older who does not meet the standard entrance requirements of a high school or CEGEP" (59 per cent).

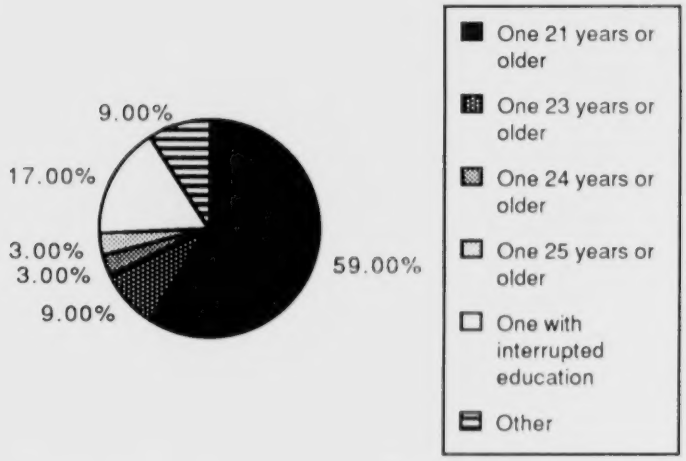
Part-time Student Definition

Figure B-4
(N=32)



Mature Student Definition

Figure B-5
(N=34)



Admission

Admission policy for part-time students in degree programs is formulated overwhelmingly by university senate or council (90 per cent).

Regarding program completion, seventy-two per cent (N-23) indicated that they have no time requirement. For those that do, 6.8 years is the mean for full-time and 9.1 years for part-time students.

Most universities (65 per cent) set a maximum number of courses (or credit hours) which a part-time student can take during an academic session. For fall and winter terms, the mean is 3.6, and for the spring and summer terms, the mean is 2.7 courses.

Institutions were fairly evenly divided about whether or not adult/continuing education admission policies differ from those of regular full-time students. Forty-two per cent (N-14) said "Yes" they differed, and fifty-eight per cent (N-19) said "No" they do not differ.

Regarding admission requirements for part-time students, a wide variety of requirements apply as can be seen in Table B-3. High school academic standards (74 per cent) and age (65 per cent) are the two most widely used.

Admission Requirements

Table B-3
(N=34)

Requirement	Per cent
High school academic standards	74
Age requirements	65
General interest in university	38
Work experience	27
Other	15
Examination (e.g. S.A.T.; E. L.A.T.)	6
Final acceptance subject to admission requirements	6
Regular university admission requirements	6

Experiential learning is used rarely (9 per cent) as a criterion for admission. In those few cases where it is used, standard examination (9 per cent) and student narrative (9 per cent) followed by portfolio documentation (6 per cent) are the most common methods of assessment used to measure experiential learning. An average charge of $117 is levied for experiential learning credit, (median $50, minimum $20, maximum $280).

Registration

Regarding course registration, seventy-nine per cent (N-27) of CEUs have "open" registration, that is, "ongoing extending from posted pre-registration periods up to the time classes begin".

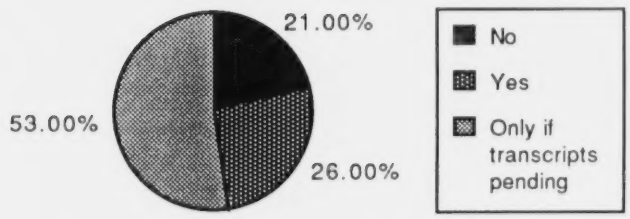
Eighty-two percent (N-28) provide a mail registration option. Eighteen per cent (N-6) also permit telephone registration.

Most universities (85 per cent; N-28) accept students to degree courses without requiring that these individuals be formally admitted to a degree program. The status assigned to these students is most commonly that of "non-degree" or "no program" students. Fifty per cent of these institutions (N-14) provide an "academic home" for these students in the CEU. Twenty-five per cent (N-7) provide a home in an academic Faculty/school. Fifteen per cent (N-5) make no provision for this type of student status. These students, commonly called "non-matriculation students", are nevertheless faced with admission requirements such as high school academic standards, age requirements and related work experience in eighty per cent of the universities.

Figure B-6 shows that students could register before appropriate transcripts are submitted in twenty-six per cent of the universities. Fifty-three per cent allow this only if the transcripts are pending.

Registration Prior to Submission of Transcripts

Figure B-6
(N=34)

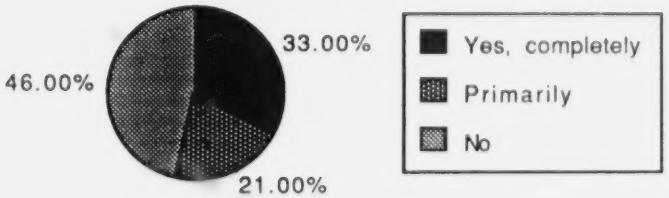


Seventy-four per cent of the CEUs (N-25) obtain course registration assistance or co-operation from the Registrar's Office. These CEUs indicated that they obtain "reasonable" support in one or more of the following areas: providing pre-registration information; registration financial support; registration staff assistance; and the entire registration procedure. Twenty-eight per cent of CEUs (N-9) receive no support from the Registrar's Office.

Regarding physical separation from full-time students for registration, no clear pattern is evident as Figure B-7 shows.

Separate Registration from Full-time Students

Figure B-7
(N=33)



Other Program and Course Details

Ninety-seven per cent of the universities (N-32) indicated that part-time students are free to enroll in courses offered during the day. In fifty per cent of these universities (N-16), limitations are based on departmental permission (38 per cent) and maximum number of students per course (62 per cent), but these restrictions are not exclusive to part-time students.

The reverse situation (i.e. traditional, full-time students enrolling in degree courses offered under the aegis of the CEU) is allowed in ninety-four per cent of the universities (N-31). Limitations exist in forty-two per cent of these universities. Again, these restrictions relate to departmental permission (78 per cent) and maximal number of students per course (15 per cent).

Table B-4 shows that the majority of universities grant advanced standing to transfer students.

Advanced Standing to Transfer Students

Table B-4
(N=34)

Transfer from	Percent
Four-year university	79
Community/2-year college	62
Technical university	56
Other	6

Regarding an off-campus residency requirement for a bachelor's degree for part-time adult learners, seventy-three per cent indicated that they do not have requirements.

Ninety-one per cent of the CEUs (N-30) work in conjunction with the faculty of relevant academic departments.

Most (70 per cent) CEUs do not program in subject areas not taught in degree credit programs at their university. An average of twenty-eight per cent of course offerings change each year (median is 15 per cent; the maximum 100 per cent).

Table B-5 shows that academic departments (49 per cent) initiate most program offerings.

Initiation of Programs

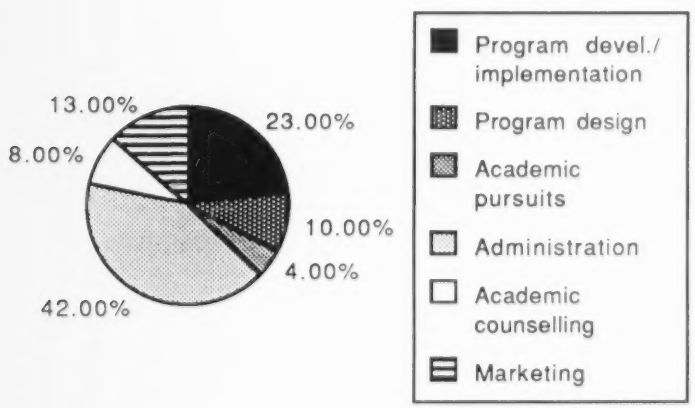
Table B-5
(N=26)

Source for New Programs	Mean %
Academic departments	49
Prog. devel./co-ordinators	16
CEUs senior management	12
Students	11
CEU faculty	7
Professional groups	3
Private sector	1
Governments	1

Figure B-8 indicates the percentage of time spent by CEU professional staff in six areas. As can be seen, administration comprises the largest single time commitment (42 per cent) by staff. Program design accounts for twenty-three per cent. Only four per cent of the time is spent on academic pursuits such as research, teaching, and writing.

Time Spent by Professional Staff

Figure B-8
(N=33)



Program Orientation

Seventy-four per cent (N-25) of the respondents indicated that an orientation program is provided for part-time adult students. These programs contain a wide range of features as summarized in Table B-6.

Orientation Program Areas

Table B-6
(N=25)

Program Features	Percent
Academic advising	92
Counselling	88
Library orientation	80
Study habits seminar	68
Writing skills	60
Time management	52
Test and exam writing skills	48
Orientation to buildings and facilities	48
Social events	32
Peer support groups	32
Other	24
Simulations of class situations	4

Part III: Fees

Tuition fees for degree-credit courses are similar for full-time and part-time undergraduate students. The data indicate that the maximum for a full (6 credit hour) course is $313, (minimum is $19 and the median is $240), based on fee schedules for the 1984-85 academic year.

In addition to tuition fees, other fees are levied as indicated in Table B-7. These include student fees (levied by 47 per cent of CEUs); late registration fees (59 per cent); an application fee (41 per cent); and a course drop or add fee (38 per cent).

Other Fees Assessed

Table B-7
(N=34)

Additional Fees	Percent
Late registration fees	59
Student fee	47
Application fee	41
Drop/add fee	38
Professional school fee	12

Regarding methods of tuition payment used, Table B-8 shows the predominant methods. All universities accept cash; most (91 per cent) accept personal cheques. In light of this response, the certified cheques (68 per cent) could not be considered mandatory. It is interesting to note that less than one third of the respondents (29 per cent) permit the use of credit cards. Use of installment plans is acceptable in forty-four per cent of the universities.

Methods of Tuition Fee Payment

Table B-8
(N=34)

Form of Payment	Per cent
Cash	100
Personal Cheque	91
Certified Cheque	68
Installment Plan	44
Credit Card	29
Other	6

Finally, ninety-one per cent of the universities (N-30) have tuition refund policies. These are based on the number of classes attended up to a specified date (27 per cent); a per diem charge from the start of classes until a specified cut-off date (33 per cent); a percentage of the remaining fee based on a percentage of classes attended (23 per cent); and a withdrawal date (13 per cent).

Part IV: Instructors and Instructor Recruitment

Recruitment Authority

Table B-9 indicates where final authority resides for hiring full and part-time faculty members to teach through the CEU. The academic dean (30 per cent) for the course in question and the vice-president (academic) (28 per cent) have the greatest degree of authority, followed by the department chairman (21 per cent) and the CEU dean/director (15 per cent). Eighty per cent of CEU deans/directors (N-27) indicated that they could not engage an instructor without the appropriate academic department head. Fourteen per cent (N-4) indicated that they could so engage an instructor either as a matter of policy or in practice.

Seventy-two per cent of CEU deans/directors could as a matter of policy or practice reject a faculty member who had been assigned by an academic department to teach in the CEU. Twenty-four percent indicated that they have no such authority in policy or practice.

Instructor Hiring Final Authorization

Table B-9
(N=33)

Final Authority	Per cent
Academic Dean	30
Vice-President Academic	28
Department Chairman	21
CEU Dean/Director	15
Other	6

Salary

Seventy-six per cent of universities (N-25) said that rates of pay for part-time instructors is comparable throughout the university. In twenty-four per cent of the universities (N-8), pay is different. The major differences are based on the need for supplements for market differentials and salary differences among Faculties, schools or departments.

Table B-10 describes the compensation schedule per full (six-credit hour) course, for both full-time and part-time instructors. It is interesting to note that part-time instructors receive lower salaries especially at the undergraduate level. The average stipend for full-time faculty is $3900 and for part-time instructors $3727 for the academic year 1984-85.

Schedule of Stipends Per Full-course Equivalent for Full and Part-time Instructors

Table B-10

Full-time	N(umber)	Mean	Median	Minimum	Maximum
Undergraduate	20	3900	3900	2100	6210
Graduate	10	3687	3500	2100	6210
Part-time					
Undergraduate	22	3727	3600	1500	6210
Graduate	12	3587	3540	1500	6210

As indicated in Table B-11, instructor salary schedules are determined by a number of different authorities. Collective agreements (39 per cent) and Board of Governors (34 per cent) are the primary sources of authority.

Authorization of Salary Schedules for Instructors

Table B-11
(N=33)

Authority	Percent
Collective Agreement	39
Board of Governors	34
Vice-President Academic	15
Dean	6
Other	6

Collective agreements

Sixty-five per cent of the universities (N-22) indicated that they have a collective agreement with their full-time faculty; the remaining thirty-five per cent (N-12) have no such agreements.

Part-time instructors are covered by a collective agreement in forty-eight per cent of the universities (N-11). Of these, sixty-four per cent are covered under the general faculty collective agreement. Thirty-six per cent are covered under a separate collective agreement for part-time

instructors/sessionals. Fifty-two per cent of the universities (N-12) have no agreement with their part-time instructors.

Fifty-three per cent of the CEUs (N-18) indicated that collective bargaining by faculty has not affected their continuing education programs in any way. The twelve per cent (N-4) who felt that bargaining has affected their programs cited the following as the most significant examples: complication of the appointment process and paperwork; improved recognition of continuing education as an avenue for professional development; and promotion in academic rank.

Professional Development

Only limited resources are available for professional development of part-time instructors. Twelve per cent of CEUs (N-4) indicated that funds are available from the regular budget for this activity, but the average expended by this group is only one per cent of the total CEU budget. Seventy per cent (N-23) said no funds are available, while eighteen per cent said funds are "sometimes negotiable".

Fifty-two per cent (N-17) indicated that professional development activities are provided for part-time instructors on a yearly basis (23 per cent); occasionally (35 per cent); or very infrequently (41 per cent). Of those who conduct professional development, eighty-two per cent of the CEUs (N-14) implement their own activities. Central university administration implement twenty-four per cent (N-4), and eighteen per cent (N-3) are organized on an ad hoc basis.

Short, intensive workshops or meetings are the most commonly used forms of professional development for instructors, followed by peer support networks or consultations.

Other Instructor and Instructor Recruitment Issues

Approximately ninety-seven per cent of the respondents (N-29) indicated that they do not have a policy which requires all instructors teaching degree-credit courses through the CEU to be full-time members of the faculty. Further, sixty-one per cent (N-17) said they do not have a policy on the amount of overload teaching which a full-time faculty member may undertake. Thirty-nine per cent (N-11) said they have such a policy and adhere to it strictly.

Respondents indicated that sixty-four per cent of their instructors are regular full-time faculty members. In twenty-six per cent of the universities (N-8), a small percentage of faculty members (8 per cent) are hired on a joint basis with an academic department to teach through the CEU.

The approximate student/faculty ratio at the undergraduate level for regular (day) session classes, CEU (evening) session and spring/summer session are almost identical and average 21.5 students per faculty member. At the graduate level, regular session has an average of eight

students; the CEU session has an average of fourteen students, and spring/summer session has an average of twelve students.

Part-time, adjunct faculty teaching through the CEUs enjoy benefits as shown in Table B-12.

Table B-12 **Part-time Faculty Benefits**

Type of Benefit	Per cent
Support staff assistance	68
Office space	35
Academic rank	27
Fringe benefits	15
Tenure	6
Other	3

Part V: Students and Student Recruitment

Services

Table B-13 outlines the services available to part-time students and shows a percentage comparison of the services available during the day and/or the evening. Generally, fewer services are available to students during the evening. For example, only forty-seven per cent of CEU offices are open during the evenings. Counselling and advisement opportunities in the evening decrease by thirty-eight and fifty per cent respectively.

Services Available for Adult Part-time Students

Table B-13
(N=34)

Service	Days %	Evenings %
Library	100	79
Bookstore	100	62
CE Office	100	47
Counselling	88	38
Advisement	85	47
Financial aid advisement	74	15
Rec./athletic facilities	71	53
Career develop./planning	65	21
Orientation	62	21
Part-time student lounge	50	41
Health services	47	15
Security	29	29
Placement	18	3
Social activity discounts	18	2
Bookstore discounts.	12	12
Cheque cashing privileges	12	5
Other	9	3

Table B-14 gives a comparison of academic awards provided to part-time and full-time students. In the majority of cases, there is comparability.

Academic Awards

Table B-14
(N=16)

Type of Prize	on par with full-time students. Per cent	NOT on par with full-time students. Per cent
Scholarships	65	32
Bursaries	56	27
Loans	56	24
Medals/prizes for academic performance	50	32
Dean's list	47	15
Other	9	3

Counselling and Advisement

Table B-15 shows that the main type of counselling/advisement provided to continuing education students taking degree courses by universities as a whole (including the CEUs) is program advisement (97 per cent) which consists of advising students about programs and courses. Career counselling is provided by eighty-two per cent of the universities, and seventy-nine per cent provide psychological/personal counselling, but as noted in Table B-13, these services are often more available during the so-called "regular" business hours of the university.

Types of Counselling and Advisement Available in Universities
Table B-15
(N=34)

Type	Percent
Program advisement	97
Career counselling	82
Psychological/personal counselling	79

Table B-16 shows that, regarding general and personal counselling for part-time, adult students, the university counselling centre plays a major role in seventy-four per cent of the universities, but sixty-eight per cent of the CEUs also offer general and personal counselling. For academic counselling, the academic unit provides eighty-two per cent of counselling and advisement, while fifty-nine per cent of the CEUs also offer this service.

Responsibility for Counselling and Advising Part-time Adult Students
Table B-16
(N=34)

Locus of Service	Type of Counselling/Advising	
	General/Personal %	Academic %
University counselling centre	74	24
CE counsellors	68	59
Academic units	56	82
Program counsellors	29	47
Peer counselling	24	6

Student Organizations

Regarding access to student organizations, seventy-two per cent of the respondents (N-23) indicated that part-time students are eligible to belong to full-time student organizations on campus. Forty-seven per cent (N-16) indicated, however, that they have independent part-time student organizations. Of these, eighty-one per cent (N-13) have permanent office space; fifty-six per cent (N-9) have their own constitution recognized by the Board of Governors of the respective institutions, and eighty-eight per cent (N-14) have complete autonomy from the full-time regular student council. The average number of paid-up members of part-time student organizations reported is 6312 (median 2000; minimum 50; maximum 30,000).

Marketing

Fifty-nine per cent of the CEUs (N-19) indicated that they have an office or individual responsible for marketing and promotion. Fifty-eight per cent (N-18) also have an item in their recruiting budget for this, and an average of 4.4 per cent of the operating budget is spent on marketing. Forty-two per cent of the respondents (N-13) reported categorically that they do not have a budget for marketing. Six per cent of advertised courses, on the average, are cancelled, due to lack of sufficient enrollment.

Most CEUs use newspaper advertisements and direct mailing of sessional calendars and brochures as the primary channels for publicity, and not surprisingly, they also find these methods the most effective. Conversely, television advertisement and household "drops" or general mailings are used least. Television advertisements, press releases and shopping centre displays are considered the least effective methods.

Other Information

Continuing education students at sixty-two per cent of the universities (N-21) participate in decisions/recommendations regarding programming. This is done largely (67 per cent) by student membership on decision-making committees. Representation on senate (19 per cent) and student membership on departmental committees (14 per cent) are other forms of participation.

Concerning rates of attrition, respondents estimated that, on the average, 17.7 per cent of the full-time students do not continue with their academic programs; the comparable figure for part-time students is estimated to be 17.3 per cent.

Finally, retention policies (probation and suspension) for part-time students do not differ from full-time students in eighty-one per cent of the universities (N-26).

Part VI: Scheduling

Sixty-six per cent of the CEUs (N-21) indicated that they have responsibility for developing the class schedule offered through their units. Seventy-two per cent (N-23) indicated that they have the authority to revise or make additions/deletions to the schedule. The vast majority (84 per cent) of the CEUs offer courses which meet once per week during the September - April academic sessions.

Regarding a required minimum number of course registrations, eighty-one per cent of the CEUs (N-26) reported that a minimum number of registrants is usually needed in order for a class to continue to meet. In the majority of cases (80 per cent), however, the minimum could be waived, if necessary.

Finally, a third of the CEUs (N-11) indicated that they operate weekend.

Part VII: Distance Education

Ninety-four per cent of the CEUs (N-30) which responded indicated that they offer degree-credit courses to students off campus, by some means of distance education. Ninety-seven per cent of the respondents (N-30) indicated that these courses count for credit towards degree programs at their institutions. Thirty-one per cent (N-8) indicated that they offer complete degree programs via distance education.

Table B-17 indicates the methods used; the number using these methods; and the average for the frequency of use. Bearing in mind the number of respondents, face to face, off campus and correspondence are the most frequently used methods; videocassettes and computer conferencing are the least frequently used.

Table B-17 **Method of Distance Education Used to Deliver Courses**

Method	Number	Mean*
Face to face, off campus	24	1.6
Teleconferencing	15	2.7
Correspondence	13	1.7
Printed material	12	2.3
Video cassettes	10	3.1
Broadcast television	9	2.9
Cable television	9	2.4
Audio cassettes	8	2.9
Computer conferencing	3	3.3

* 1 = most frequently, 4 = least frequently used method

Thirty-eight per cent of the universities (N-11) operate special off-campus centres or offices to support their distance education operations. The largest member of centres operated by a university is seventeen (the average is 4.3). These centres are staffed by an average of one person each.

Staffing

An average of fifty-four per cent of the full-time faculty and twenty-six per cent of the part-time instructors teach distance education courses. Most (68 per cent) of the CEUs (N-23) remunerate their full-time faculty with additional pay, while twenty-seven per cent (N-9) use workload reduction to compensate individuals faculty members who contribute their services to the distance education services.

Table B-18 and B-19 show the number and type of staff respectively per CEU who are responsible for distance education operations.

Table B-18 **CEU Staff Responsible for Distance Education**

	Number	Average
Full-time	29	4.0
Part-time (half-time or more)	28	.2
Part-time (less than half-time)	27	.2

Table B-19 **Types of Staff Functions Related to Distance Education**

Function	Number	Average
Program development	17	1.2
Research	9	1.3
Instruction	9	0.9
Technical, A-V media	8	1.6
Institutional design	7	1.4
Graphics design	5	1.2

Regarding special training for the delivery of degree courses through distance education, forty-eight per cent of the CEUs (N-15) indicated that they provide special training for their instructors, and an equal number responded that no such service is available.

Sixty-six per cent of the CEUs (N-20) offering degree courses by distance education indicated that the most frequently provided services to learners include advisement (80 per cent); counselling (40 per cent); financial aid advisement (28 per cent); and orientation (28 per cent). One-third said that they offer no such services.

Regarding the handling of registration for degree courses offered via distance education, both the Registrar's Office and the CEU do an equal share of the processing of the related paperwork.

Funding of the distance education operations is most commonly (62 per cent) derived from the CEUs operating budget; tuition fees (25 per cent) also contribute significantly to the support of this service.

Lastly, on the matter of institutional commitment to offering degree courses via distance education, thirty-eight per cent of the respondents (N-11) indicated that they receive full commitment; fifty-five per cent (N-16) indicated partial commitment; and seven per cent (N-2) stated that they receive no commitment.

SECTION C:
NON-DEGREE COURSES

Introduction

Thirty-six CEUs responded to this section of the questionnaire which was designed to collect information on non-degree operations. The percentages provided are based on the number of respondents in a particular question.

As in sections A and B, the main parts of this section are presented in the order in which they appeared in the survey instrument. Within the individual sections, presentation of the data has been reorganized where necessary. Some new headings, which are not identical to those of the questionnaire, have been used to facilitate reference for readers. Tables and figures have been used to illustrate the findings as reported in the brief narrative sections.

The findings are discussed in this section under the following major headings:

Part I - Organization and Management
Part II - Policies and Practices
Part III - Fees
Part IV - Instructors and Instructor Recruitment
Part V - Students and Student Recruitment
Part VI - Scheduling
Part VII - Distance Education

****

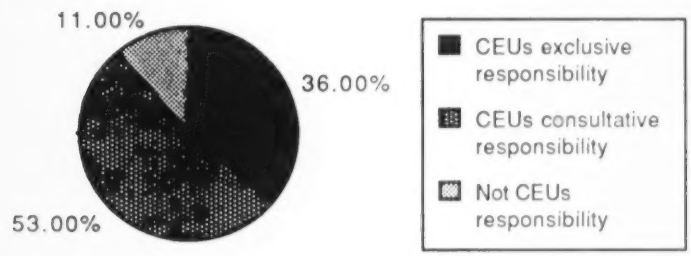
Part I: Organization and Management

a) General

CEUs responsibility for approving courses and instructors

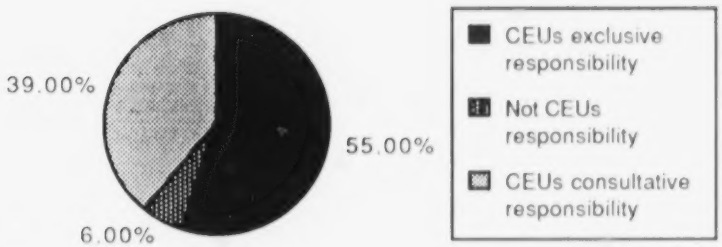
Figures C-1 and C-2 indicate the degree of responsibility which CEUs have for approving instructors and courses. It is interesting to note that more CEUs have less exclusive responsibility to approve instructors (36 per cent) than they do to approve non-degree course offerings (55 per cent). In addition, eleven per cent of CEUs have no responsibility for approving non-degree instructors and six per cent have no responsibility for course approval. This suggests that, generally, the CEUs and/or the Faculties and departments feel stronger about joint consultation on appointment of instructors than they do about selection of course offerings.

Figure C-1 Responsibility for Approving Instructors for Non-degree Courses (N=36)



Responsibility for Approving Non-degree Course Offerings

Figure C-2
(N=36)



Staff Background

In this section, the background of staff in the CEU assigned to non-degree program operations is considered. Characteristics which were studied include: promotion methods; number of professional staff per unit; education and work experience; salary; and selection. Included in the study are professional staff, program developers, coordinators and researchers. The assistant director or the equivalent, and all clerical and secretarial staff have generally been excluded from this part of the analysis of the study.

Table C-1 shows that, although staff promotion is an important issue for CEUs, there is no clear preference about the method in which this is conducted for non-degree programming personnel.

Promotion of Staff Within CEU

Table C-1
(N=36)

Method Used for Staff Promotions	Percent
Specified performance objectives: unique to CEUs	28
No system in place	27
Specified performance objective: general to institution	25
Informal assessment	19
Other	8

The average number of program directors/co-ordinators/etc. per CEU is eight (median - 4; maximum - 38). The average salary paid is $28,785. The majority of non-degree personnel have at least a masters degree in an academic discipline. Very few hold graduate degrees in Adult Education. Table C-2 shows that thirty-six per cent of the program developers have prior experience in other universities, most, but not all, in continuing education. The balance come from voluntary associations (19 per cent); business and industry (17 per cent); colleges; other post-secondary institutions; and free lancing (each 11 per cent). Some have experience in more than one category. Hence there is a 100 + per cent total.

CEUs have no preference of staff selection criteria based on speciality in a particular academic discipline; speciality in the adult education discipline; or general knowledge.

Source of Previous Experience

Table C-2
(N=36)

Source	Percent
Other universities	36
Voluntary associations	19
Business and Industry	17
Colleges	11
Other post-secondary institutions	11
Free lance work	11
Other	8

b) Finance

Figure C-3 shows that approximately sixty-five per cent of the CEUs have an operating budget provided to them on the understanding that most or all of these funds will be returned through CEU generated revenue. Twenty-nine per cent of the respondents operate on a cost-recoverable basis whereby all direct expenditure must be met by program revenue.

CEU Funding

Figure C-3
(N=34)

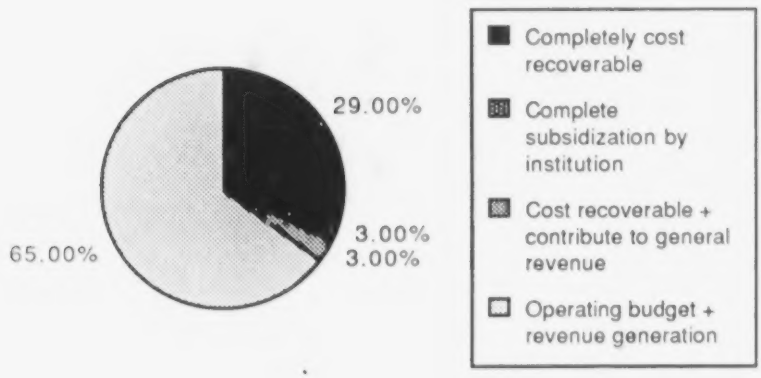


Table C-3 summarizes the type of expenses which have to be borne by the CEUs for the operation of non-degree programs. The most extensive costs borne relate to promotion and direct costs, including instruction. A smaller percentage of CEUs also have to bear all or most of the cost of compensating different groups of staff.

Costs Borne by CEUs

Table C-3
(N=36)

Type of Expense	Percent
Direct costs, including instruction	94
Promotional costs	83
Compensation of coordinators/administrators	47
Compensation of secretarial./clerical staff	44
Compensation of directors reporting to head	28
Overhead for specific goods and services	22
Overhead on fixed basis	22
Compensation of CEU head	19
Direct costs, excluding instruction	19

Regarding revenue for the CEUs non-degree programs, eighty-eight per cent of the revenue is generated from tuition fees, while eighteen per cent comes from monies granted by the institution. Significantly smaller amounts are derived from special enabling grants from the institution, and monies raised outside the institution.

Eighty-three per cent of the CEUs (N-30) stated that their method of funding has been the same for the past three years, and the same percentage said that they do not anticipate a change during the next three years.

The majority of CEUs felt their funding formula is fairly unique. For example, at least sixty-three per cent felt that the method of funding is different from three other types of institutional units: Faculties and schools (81 per cent), service departments (64 per cent), specialized centres (69 per cent).

Seventy-eight per cent of the CEUs (N-28) have a separate operating budget for non-degree courses.

Regarding remuneration for teaching non-degree courses, the average rate of pay is $43 per hour, (median - $35; minimum - $20; and maximum - $100). There is no noteworthy difference in the rates of remuneration for teaching non-degree courses, or for conducting conferences and seminars. Eighty-one per cent (N-26) conduct conferences and seminars.

Finally, seventy-eight per cent (N-28) do not award Continuing Education Units a measure of participation in non-degree activities better known in the USA.

Part II: Policies and Practices

In this part, the following major areas are considered: registration, nature and extent of non-degree courses, and orientation programs.

Registration

Regarding course registration, ninety-seven per cent of the CEUs (N-34) have "open" registration, that is, on-going pre-posted registration up to the time classes begin. It is also common practice that in many CEUs, registration continues after classes commence to a time when the instructor and the registrant think that it is still beneficial to enrol.

Ninety-seven per cent (N-34) provide a mail registration option. Fifty-one per cent (N-18) also permit registration via telephone.

Only eleven per cent of the CEUs (N-4) obtain assistance for course registration or co-operation from the Registrar's Office; in other words, non-degree registration is predominantly a responsibility of the CEU.

Program and Course Development

When developing non-degree programs and courses, seventy-eight per cent (N-28) of the CEUs reported that they work in conjunction with faculty in the relevant academic departments. Fourteen per cent said that they have no working relationship with academic units and 8 per cent indicated that they co-operate " from time to time". Conversely, it should be noted that eighty-one per cent (N-29) of the CEUs program in subject areas that are not taught in degree-credit programs at the university in question (e.g. Stress Management, Assertiveness Training, Time Management), and consequently, there would be no need for official departmental collaboration although informal consultation would invariably develop when appropriate.

Most CEUs adopt the practice of retaining a main core of successful, cost-recoverable courses and programs. On an average, thirty-seven per cent of the non-degree program changes from year to year.

Table C-4 below outlines the sources of program initiation i.e. whose idea was it originally and who began the process of program development. As would be expected, the vast majority (69 per cent) of courses are initiated by those attached to or associated with the CEU, namely, forty-one per cent were initiated by the CEU program developers/coordinators; seventeen per cent by the senior management of the unit; eleven per cent by the faculty of the unit.

Table C-4 **Initiation of Programs**

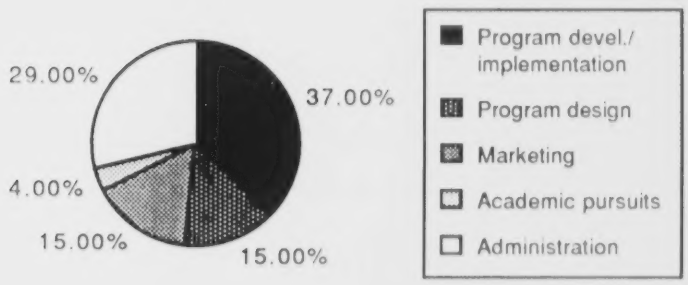
Source for New Programs	Number	Average %
Prog. devel./coordinators	35	41
CEUs senior management	35	17
CEU faculty	34	11
Academic departments	35	8
Professional groups	36	8
Private sector	36	8
Students	36	8
Governments	36	2

Figure C-4 indicates the percentage of time spent by CEU professional staff in five functional areas. Program development and implementation (37 per cent) and administration (29 per cent) account for sixty-six per cent of the time. Next in terms of expenditure of time are program design, which includes instructional design and curriculum development, and marketing each with fifteen

per cent. Academic pursuits account for four per cent of time expended.

Figure C-4
(N=33)

Time Spent by Professional Staff



Program Orientation

When asked whether an orientation program was provided for participants in non-degree programs, seventy-five per cent (N-27) indicated that no such program is available. Counselling (14 per cent of total) and study skills (11 per cent of total) are the two most common components found in orientation programs for individuals taking non-degree courses, followed by writing skills and orientation to buildings and facilities, both accounting for 8.3 per cent of the responses.

Part III: Fees

Tuition fees for non-degree activities vary from an average of $4.80 per student/class-contact hour for hobby and recreational courses to $10.57 for seminars. Between these two extremes, tuition fees for job-oriented courses average $5.00 per student/class-contact hour and $6.00 per registrant/contact hour for conferences.

In addition to tuition fees, other fees which are levied are relatively small. Such additional fees include student fees (levied by 11 per cent of CEUs); late registration fees (11 per cent); and course drop or add fees (14 per cent).

Regarding methods used for payment of tuition fees, Table C-5 shows that all CEUs accept cash; most (97 per cent) accept personal cheques. In light of this response, the use of certified

cheques (69 per cent) could not be considered mandatory. It is interesting to note that less than one-third of the respondents (31 per cent) permit the use of credit cards. Use of installment plans, although used by only fourteen per cent of the respondents, is an interesting alternative for those students with limited financial resources.

Methods of Tuition Fee Payment

Table C-5
(N=36)

Form of Payment	Percent
Cash	100
Personal Cheque	97
Certified Cheque	69
Credit Card	31
Installment Plan	14
Other	8

Finally, eighty-three per cent of the CEUs (N-30) have tuition fee refund policies. Half of this percentage base their policy on the number of classes attended up to a specified class; twenty-six per cent adopt a specified cut-off date by which refunds have to be requested.

Part IV: Instructors and Instructor Recruitment

Recruitment Authority

Table C-6 indicates that both in policy (69 per cent) and practice (80 per cent) final authority for hiring instructors to teach non-degree courses resides with the CEU dean or director. With minor exceptions, the dean (director/divisional head) has the final authority both to engage an instructor or reject one assigned to instruct through the CEU.

Instructor Hiring Final Authorization

Table C-6
(N=36)

Final Authority	Policy %	Practice %
CEU Dean/Director	69	78
Academic Dean	14	6
Vice-President Academic	8	3
Authority held jointly	8	11

Rates of Pay

Approximately twenty-three per cent, on average, of the instructors appointed to teach non-degree courses are regular full-time members of faculty.

As indicated in Table C-7, instructor salary schedules are determined by a number of different authorities; CEU deans (17 per cent) and directors (22 per cent), however, are the primary authorities in thirty-nine per cent of the institutions.

Authorization of Salary Schedules for Instructors

Table C-7
(N=36)

Authority	Percent
Director	22
Dean	17
Collective Agreement	14
CEU Council	14
CEU Committee	14
Vice-President Academic	11
Board of Governors	8
Other	6

Non-salary Provisions for Instructors

Part-time, non-degree instructors have access to some of the facilities and resources available to full-time instructors and faculty. For example, fifty per cent of the respondents (N-18) indicated

that their part-time instructors have support staff assistance for secretarial and clerical activities. Two institutions (5.6 per cent) provide their instructors with seniority benefits. One institution indicated that it provides "fringe benefits" to instructors teaching non-degree courses, while another university reported that office space is available to their part-time instructors.

Collective Agreements

Regarding collective agreements, eighty-eight per cent of the institutions responding (N-22) indicated that full-time instructors from their university who taught for them in the non-degree program did so without collective agreements. Twelve per cent (N-3) indicated that they have collective agreements.

When asked whether collective bargaining had affected the non-degree continuing education program, ninety-two per cent (N-33) answered in the negative.

Professional Development

Limited resources are available for professional development of part-time instructors. Only one (2.8 per cent) CEU indicated that funds are available from the regular budget for this activity. Sixty-four per cent (N-23) said there are no funds available. One-third said funds are "sometimes negotiable" to conduct such programs for instructors teaching non-degree courses.

Forty-seven per cent of the respondents (N-17) indicated that professional development activities are provided for non-degree part-time instructors: of this number, yearly (12 per cent); occasionally (59 per cent); or very infrequently (30 per cent). Eighty-eight per cent of the CEUs (N-15) implemented their own activities.

Part V: Students and Student Recruitment

Services

Table C-8 outlines the services available to adult, part-time students taking non-degree courses and provides a comparison of services offered during the day and/or evening hours. Generally, fewer services are available to students during the evening; for example, only thirty-one per cent of the CEU offices are open during the evenings. Twenty-five per cent of the institutions provide lounge or mature student centre facilities. Counselling and advisement opportunities in the evening decrease by twenty-five and thirty-one per cent respectively.

Services Available for Adult Part-time Students Taking Non-degree Courses
Table C-8
(N=36)

Service	Days %	Evenings %
Bookstore	100	47
Library	100	56
CE Office	100	31
Advisement	67	36
Counselling	47	22
Rec./athletic facilities	33	28
Career develop./planning	31	8
Part-time student lounge	25	25
Security	22	25
Orientation	19	11
Financial aid advisement	17	3
Health services	14	8
Placement	11	6
Bookstore discounts	8	8
Library discounts	8	8
Social activity discounts	6	6
Cheque cashing privileges	3	3

Counselling and Advisement

Table C-9 shows the main type of counselling/advisement available to non-degree continuing education students at the respondents' universities (including the CEUs) is program advisement (78 per cent) which consists of advising students about programs and courses which may best suit their needs. Career counselling is provided by one-third of the institutions; and seventeen per cent of the institutions provide psychological/personal counselling.

Types of Counselling and Advisement Available in Universities
Table C-9
(N=36)

Type	Percent
Program advisement	78
Career counselling	33
Psychological/personal counselling	17

Table C-10 shows that the CEU itself offers the majority of general and personal counselling. Regardless of time, fifty-six per cent is done by the CEU. Other types, including the university counselling centre, all offer considerably less frequency of service. Counselling and advising facilities are available during the evening regardless of type. CEUs again are the largest provider.

Responsibility for Counselling and Advising Non-degree Part-time Students Table C-10

Locus of Service	Number	Days %*	Number	Evenings %
CE Counsellors	20	56	10	28
Program counsellors	4	11	3	8
Other	5	14	3	8
University counsel. centre	6	17	3	8
Peer counselling	3	8	2	6

* = offered at some time, generally days only

Marketing

Seventy per cent of the CEUs (N-25) indicated that they have an office or individual responsible for marketing and promotion of non-degree offerings. Ninety-three per cent (N-25) also have an item in their budget for this, and an average of nine per cent of the operating budget is spent on marketing. Seven per cent of the respondents said categorically that they do not have a budget for marketing. Ten per cent of the courses advertised are cancelled largely due to lack of sufficient enrollment.

Most of the CEUs use newspaper advertisements and direct mailing of sessional brochures to publicize their non-degree courses. These two methods are considered to be the most effective. Conversely, television advertisements are used least and are also considered the least effective. Radio advertisements, press releases, shopping centre displays and household "drops " are also used and are considered to be reasonably effective.

Other Information

The approximate attrition rate for non-degree courses is as follows: for general interest courses - thirteen per cent (average); for career/professional courses - eleven per cent; and for seminars and conferences, which are normally of a one or two-day duration, four per cent.

Regarding student participation in decisions/recommendations pertaining to the non-degree program, sixty-three per cent of the respondents indicated that no such provision is made.

Part VI: Scheduling

All thirty-six respondents indicated that they have responsibility for developing the class schedule offered through their CEUs. All also had the authority to revise or make additions/deletions to the schedule.

Regarding a required minimum number of course registrations, ninety-one per cent of the CEUs (N-30) said that a minimum (average of 12.6) number of registrants is usually needed in order for a class to continue to meet. Of this number, ninety-three per cent (N-28) said that the minimum registration requirement could be waived if necessary.

Finally, eighty-three per cent of the respondents (N-30) indicated that they offer weekend courses, conferences or workshops.

Part VII: Distance Education

Sixty-four per cent of the CEUs (N-23) indicated that they offer non-degree, continuing education courses to students off campus, via distance education. Table C-11 indicates the methods used for distance education; the number using these methods; and the average for the frequency of use. Bearing in mind the number of respondents (N-23), face to face, off campus and correspondence courses are the most frequently used methods; teleconferencing and computer conferencing are the least frequently used.

Table C-11
(N=23)

Method of Distance Education Used to Deliver Courses

Method	Number	Mean*
Face to face, off campus	15	1.6
Teleconferencing	9	3.2
Printed material	8	1.8
Correspondence	7	1.4
Broadcast television	6	2.8
Cable Television	6	3.2
Audio cassettes	5	2.4
Video cassettes	4	2.5
Computer conferencing	2	3.0

* 1 = most frequently, 4 = least frequently used method

Fourteen per cent of the institutions (N-5) operate special off-campus centres or offices to support non-degree, distance education operations. The greatest number of centres maintained by a university was seventeen, while the average reported was 1.6 centres.

Staffing

An average of 14.5 per cent of the full-time members of faculty and forty-one per cent of the part-time instructors teach courses using some form of distance education.

Tables C-12 and C-13 show the number and type of staff who are responsible for distance education operations in the CEUs.

Table C-12

CEU Staff Responsible for Distance Education

Staff	Number	Average
Part-time (half time or more)	20	0.7
Part-time (less than half time)	20	3.3
Full-time	19	5.4

Table C-13 **Types of Staff Functions Related to Distance Education**

Function	Number	Average
Technicians, A-V media	17	0.4
Graphics design	16	0.7
Instruction	15	4.5
Program development	14	1.2
Institutional design	13	1.3

Regarding special training for the delivery of non-degree courses through distance education, forty-three per cent of the CEUs (N-9) indicated that they provide special training for their instructors. Fifty-seven per cent (N-12) reported that no such training is available.

Of the twenty-three CEUs who responded to the question about providing student services for non-degree students taking courses via distance education, one-half of the respondents indicated that they offer services for learners of various kinds, while the remaining half mentioned that they offer no such services.

Responsibility for registration of students taking non-degree courses via distance education rests primarily with the CEU (90 per cent of the respondents).

Non-degree courses offered through distance education are financed almost entirely from the registration fees (average - 81%). Other sources of funding for these courses are special grants from government and the operating budget of the CEUs (average for each - 10%).

Lastly, on the matter of institutional commitment to non-degree distance education, only fourteen per cent (N-3) indicated that they receive full commitment from their respective institutions; sixty per cent of the respondents (N-13) stated that they receive partial commitment from their institutions; twenty-seven per cent of those reporting (N-6) said that they receive no commitment for this aspect of their operations.

APPENDIX I

List of Respondents to Survey Questionnaire

Universities Responding to Section A: General Organization and Management

1 Acadia University
2 Athabasca University
3 Bishop's University
4 Carleton University
5 Concordia University
6 Dalhousie University
7 Laurentian University
8 McGill University
9 McMaster University
10 Memorial University
11 Mount Allison University
12 Mount St Vincent University
13 Nova Scotia College of Art and Design
14 Ryerson Polytechnical Institute
15 Saskatchewan Indian Federated College
16 Simon Fraser University
17 Sir Wilfred Laurier University
18 St. Francis Xavier University
19 St. Mary's University
20 St. Paul's University
21 Technical University of Nova Scotia
22 Trent University
23 Université de Moncton - Education permanente
24 Université Sainte-Anne
25 University of Alberta
26 University of British Columbia - Continuing Education
27 University of British Columbia - Extra-Sessional Studies
28 University of Calgary
29 University of Cape Breton
30 University of Guelph
31 University of Lethbridge
32 University of Manitoba
33 University of New Brunswick
34 University of Ottawa
35 University of Regina
36 University of Saskatchewan
37 University of Toronto - School of Continuing Studies
38 University of Toronto - Woodsworth College
39 University of Victoria
40 University of Waterloo
41 University of Western Ontario
42 University of Windsor
43 University of Winnipeg
44 York University

Appendix I (continued)

Universities Responding to Section B: Degree Courses

1 Acadia University
2 Athabasca University (very little information)
3 Bishop's University
4 Carleton University
5 Dalhousie University
6 Laurentian University
7 McGill University
8 McMaster University
9 Memorial University
10 Mount Allison University
11 Mount St Vincent University
12 Ryerson Polytechnical Institute
13 Saskatchewan Indian Federated College
14 Simon Fraser University
15 Sir Wilfred Laurier University
16 St. Francis Xavier University
17 St. Mary's University
18 Trent University
19 Université de Moncton - Education permanente
20 Université Sainte-Anne
21 University of Alberta
22 University of British Columbia - Extra-Sessional Studies
23 University of Calgary
24 University of Guelph
25 University of Lethbridge
26 University of Manitoba
27 University of New Brunswick
28 University of Regina
29 University of Saskatchewan
30 University of Toronto - Woodsworth College
31 University of Victoria
32 University of Waterloo
33 University of Western Ontario
34 University of Windsor
35 University of Winnipeg

Appendix I (continued)

Universities Responding to Section C: Non-Degree

1 Acadia University
2 Carleton University
3 Concordia University
4 Dalhousie University
5 McGill University
6 McMaster University
7 Memorial University
8 Mount Allison University
9 Mount St Vincent University
10 Nova Scotia College of Art and Design
11 Ryerson Polytechnical Institute
12 Simon Fraser University
13 St. Francis Xavier University
14 St. Mary's University
15 St. Paul's University
16 Technical University of Nova Scotia
17 Trent University
18 Université de Moncton - Education permanente
19 Université Sainte-Anne
20 University of Alberta
21 University of British Columbia - Continuing Education
22 University of Calgary
23 University of Cape Breton
24 University of Guelph
25 University of Lethbridge
26 University of Manitoba
27 University of New Brunswick
28 University of Ottawa
29 University of Regina
30 University of Saskatchewan
31 University of Toronto - School of Continuing Studies
32 University of Victoria
33 University of Waterloo
34 University of Western Ontario
35 University of Winnipeg
36 York University

APPENDIX II

Copy of Survey Questionnaire

CAUCE
CANADIAN ASSOCIATION
FOR UNIVERSITY CONTINUING EDUCATION

AEPUC
ASSOCIATION POUR L'EDUCATION
PERMANENTE DANS LES UNIVERSITES DU CANADA

November 18, 1985

Dear Colleague:

Currently, no single source of information is available in Canada to describe various policies and practices in university continuing education. Since effective policies and practices are vital to the provision of continuing education, your Executive Committee, following initiatives taken during the term of Marion Croft as President of CAUCE, has been working to develop a project which would gather and summarize basic information about this important and growing area of university operations. You will undoubtedly agree that it is important to collect this information periodically as a resource to assist us in our work and our challenges.

To address this need, we are preparing to develop a data base which will serve as an information service to members of CAUCE and others. To do this, however, we very much need your help and support, especially during the initial phases of collecting the data.

The enclosed questionnaire has been developed and field tested by a project advisory committee consisting of CAUCE members representing different types and areas of responsibility in continuing education operations and also by a team of research consultants from the form of Watkins and Innes in Ottawa. Although comprehensive in scope, the instrument was designed to be completed quickly; you should not have to search extensively for facts and figures or to consult widely with other sectors of the university in order to respond to the items. You should be able to complete your responses to the questions in 1 to 1.5 hours - a reasonable investment of time in terms of the benefits you will derive from the results.

Following the collection and analysis of the data, we plan to publish a summary which will serve as a representative compendium of policies and practices in university continuing education in Canada. In addition, the data will be available for more detailed statistical summaries on specialized questions or topics which are of concern to members. This information will be especially useful for comparative studies or for reference by those involved in operational matters or policy analysis and planning at an institutional level.

Please set aside the time to complete and return this questionnaire as soon as possible. If appropriate, you may wish to have one or more of your staff complete the section(s) on degree/certificate courses and the non-degree program operations.

We plan to have initial results of the survey available for you at our next annual meeting, but to do this, we need your cooperation in returning the completed questionnaire as soon as possible.

Please give this item priority in your "to do" list for the next week.

Thanks.

Yours truly,

Alex Waugh
President
CAUCE

Yours truly,

John F. Morris
Chairman
Project Advisory Committee

CANADIAN ASSOCIATION FOR UNIVERSITY CONTINUING EDUCATION (CAUCE)

Please print or type

Today's Date: _____

Name of Institution: _____

Address: _____

_____

Person Completing Survey: Name: _____

Title: _____

Telephone Number: _____

What type of programs does your institution offer?

____ Undergraduate only

____ Undergraduate and graduate

____ Undergraduate, graduate, health science, professional faculties

____ Undergraduate and professional faculties only

____ Distance education only

____ Other (please specify): _____

_____

Institutional Student Registrations (degree/certificate programs consisting of credit courses only, Sept. 1, 1984 - Aug. 31, 1985)

	Undergraduate	Graduate
Full-time	_____	_____
Part-time	_____	_____
Total	_____	_____

Grand Total _____

Institutional Student Enrollment (non-degree programs, Sept. 1, 1984 - Aug. 31, 1985)

# of students _____

# of courses offered _____

DEFINITIONS:

Degree/certificate courses: Courses taken for credit towards an academic degree or certificate awarded by the university. Certificate courses and/or programs must consist primarily of courses or programs for which academic credit is awarded.

Non-degree courses: All other courses and/or programs.

Which area is your continuing education unit responsible for?

_____ Programs leading to a University degree and/or certificate ONLY ---> please complete SECTION 'A' (on yellow paper) and SECTION 'B' (on blue paper)

_____ Programs which do NOT lead to University degree and/or certificate ONLY ---> please complete SECTION 'A' (on yellow paper) and SECTION 'C' (on pink paper)

_____ Both degree and non-degree programs ---> please complete SECTION 'A', SECTION 'B', and SECTION 'C'

SECTION 'A'
GENERAL ORGANIZATION AND MANAGEMENT

To be completed by all respondents

Part I: Structure of Unit

1. Does your institution have a central administrative organization for its continuing education programs?

_____ Yes ---> Is this central administrative unit primarily responsible for all continuing education programming at your institution?

_____ Yes

_____ No ---> what percentage of this responsibility is held by:

Continuing Education Unit	_____
Faculties	_____
Departments	_____
Other	_____
TOTAL	100%

(please specify): _____

2. What is the title of your unit? (check one):

_____ Extension Division/Department
_____ Evening Division/Department
_____ School of Continuing Education and Part-Time Studies
_____ University College of Continuing Education
_____ Faculty of Continuing Education
_____ Division of Continuing Education
_____ School of Continuing Education
_____ College of Continuing Education
_____ Centre/Division of Part-time Studies
_____ Centre for Continuing Education
_____ Office of Continuing Education
_____ Office of Part-time Studies
_____ Other title (please specify): _____

_____

3. What major functions are performed by your continuing education unit? (Please respond using a scale of 1 to 4, where 1 = very important and 4 = not at all important.)

_____ University degree courses
_____ University certificate courses
_____ Non-degree short courses
_____ Workshops/conferences/seminars
_____ English as a second language education
_____ Distance education
_____ Community development/education
_____ Community public relations
_____ Research
_____ Other (please specify): _____

_____

4a. What other faculties/units at your institution offer continuing education programs for which they retain primary ADMINISTRATIVE responsibility?

	EXCLUSIVE RESPONSIBILITY	MOST	EVENLY HELD	MINOR
Education	_____	_____	_____	_____
Arts	_____	_____	_____	_____
Physical education	_____	_____	_____	_____
Science faculty	_____	_____	_____	_____
Business/Commerce	_____	_____	_____	_____
Health Sciences	_____	_____	_____	_____
Law	_____	_____	_____	_____
Forestry	_____	_____	_____	_____
Engineering	_____	_____	_____	_____
Performing Arts	_____	_____	_____	_____
Nursing	_____	_____	_____	_____
Social Work	_____	_____	_____	_____
Theology	_____	_____	_____	_____
Journalism	_____	_____	_____	_____
Other (please specify):	_____	_____	_____	_____
	_____			
Not applicable: none	_____	_____	_____	_____

4b. What other faculties/units at your institution offer continuing education programs for which they retain primary PROGRAMMING responsibility?

	EXCLUSIVE RESPONSIBILITY	MOST	EVENLY HELD	MINOR
Education	_____	_____	_____	_____
Arts	_____	_____	_____	_____
Physical education	_____	_____	_____	_____
Science faculty	_____	_____	_____	_____
Business/Commerce	_____	_____	_____	_____
Health Sciences	_____	_____	_____	_____
Law	_____	_____	_____	_____
Forestry	_____	_____	_____	_____
Engineering	_____	_____	_____	_____
Performing Arts	_____	_____	_____	_____
Nursing	_____	_____	_____	_____
Social Work	_____	_____	_____	_____
Theology	_____	_____	_____	_____
Journalism	_____	_____	_____	_____
Other (please specify):	_____	_____	_____	_____
	_____			
Not applicable: none	_____	_____	_____	_____

5. Has your institution undergone fundamental reorganization in the continuing education area in the past three years? (Please check all that apply.)

_____ Yes, structural reorganization
---> from where did the impetus for reorganization come?
_____ Internally within your unit
_____ University administration
_____ Senior academic policy body (i.e. Senate)
_____ Board of Governors or Trustees
_____ Student organization
_____ Source outside the university
_____ Other (please specify): _____

_____

_____ Yes, program oriented reorganization
---> from where did the impetus for reorganization come?
_____ Internally within your unit
_____ University administration
_____ Senior academic policy body (i.e. Senate)
_____ Board of Governors or Trustees
_____ Student organization
_____ Source outside the university
_____ Other (please specify): _____

_____

_____ No

6. Are there plans at your institution to make changes in the near future?

_____ Yes ---> what would this include? (Please check all that apply):
_____ Elimination of administrators
_____ Reduction in secretarial support
_____ Reassignment of responsibilities to full-time faculty
_____ Reassignment of responsibilities to other units in the university
_____ Expansion of mission or functions of unit
_____ Contraction of functions of unit
_____ Reduction in core budgeting support from the university
_____ Increase in core budgeting support from the university
_____ Amalgamation of related units or functions across the university
_____ Increase in staff
_____ Increase in number of joint-appointment faculty
_____ Increase in number of full-time faculty
_____ Move to full cost recovery
_____ Other (please specify): _____

_____

7. To whom is the director or dean of your continuing education unit responsible?

_____ President
_____ Vice President for Academic Affairs
_____ Academic Dean
_____ Registrar
_____ Senate
_____ Vice-President for Community Affairs
_____ Other (please specify): _____

_____

8. Do you have one or more continuing education advisory committees?

_____ Yes ---> what are these committees primarily concerned with? (Please check all that apply):

_____ Policy-deciding
_____ Policy recommending
_____ Services to learners
_____ Administration/personnel
_____ Research
_____ Services to client groups

---> do these committees include? (Please check all that apply):

_____ Faculty
_____ Students
_____ Staff
_____ Business and other community leaders
_____ Other (please specify): _____

_____

_____ No

9. Do you have distinct programming/service areas within your unit?

_____ Yes ---> What separate structures do you have? (Please check all that apply):

_____ Distance education
_____ Summer session
_____ Second language education
_____ Business/commerce
_____ Professional training
_____ Fine arts and the humanities
_____ Community development
_____ Counselling/advising
_____ Marketing
_____ Other (please specify): _____

_____

_____ No

10. Does your unit have representation on your institution's senior decision making body for academic affairs?

_____ Yes
_____ No

11. Is the head of your unit a member of your institution's top decision making body?

_____ Yes
_____ No

12. Do you feel your institution's administration fully recognizes the importance of your continuing education program?

_____ Yes, fully
_____ Yes, with some reservations
_____ Yes, with major reservations
_____ No

13. Does your institution have a formal policy/mission statement outlining the importance of continuing education?

_____ Yes ---> where is it stated?
_____ University act
_____ University calendar
_____ Policy paper
_____ Annual report
_____ Other (please specify): _____
_____

14. Does your unit have a formal policy/mission statement of its own?

_____ Yes
_____ No

15. Please rank the kinds of support you feel your institution is providing your program on a scale of 1 to 4, where 1 = adequate and 4 = inadequate.

_____ Fiscal
_____ Human
_____ Facilities (i.e., office space)
_____ Equipment/material
_____ Other (please specify): _____

Do you feel the need of increased support in any of these areas?

_____ Yes ---> which areas? (Please rank order):
_____ Fiscal
_____ Human
_____ Facilities (i.e., office space)
_____ Equipment/material
_____ Other (please specify) _____
_____

_____ No

Part II: Personnel

1. What is the title of the head of your continuing education unit?

_____ Dean
_____ Director
_____ Assistant Vice-president/chancellor
_____ Head
_____ Co-ordinator
_____ Chairman
_____ Supervisor
_____ Vice chancellor
_____ Vice-president
_____ Assistant Vice-president
_____ Other (please specify): _____

2. What is the highest level of education attained by the head of your continuing education unit?

_____ Doctorate
_____ Master
_____ Bachelor
_____ Other (please specify): _____

3. What is the approximate salary of the head of your continuing education unit? $_____

4. How does this salary compare to that of equivalent positions at your institution?

_____ Less
_____ Same
_____ Greater
_____ Unknown

5. Where is the faculty rank of the head of your continuing education unit held?

_____ Continuing education
_____ Cooperative extension
_____ Academic department (please specify department): _____
_____ Not applicable/no academic rank

6. What is (are) the title(s) of the second level administrator(s) of your continuing education unit?

_____ Associate Dean
_____ Assistant Dean
_____ Assistant Director
_____ Associate Director
_____ Other (please specify): _____

7. What is the highest level of education attained by the second-level administrator(s) of your continuing education unit?

_____ Doctorate
_____ Master
_____ Bachelor
_____ Other (please specify): _____

8. What is the approximate salary of the second-level administrator of your continuing education unit? $_____

9. How does this salary compare to that of equivalent positions at your institution?

_____ Less
_____ Same
_____ Greater
_____ Unknown

10. Where is the faculty rank of the second-level administrator of your continuing education unit held?

_____ Continuing education
_____ Cooperative extension
_____ Academic department (please specify department): _____
_____ Not applicable/no academic rank

11. What is the number of the full-time equivalent staff in your continuing education unit?

_____ Professional administrative programming staff with academic rank
_____ Professional instructional staff with academic rank
_____ Joint appointments of academic staff with other Faculties/Departments/Schools
_____ Professional administrative/programming staff without academic rank
_____ Professional instructional staff without academic rank
_____ Research staff with academic rank
_____ Research staff without academic rank
_____ Technical staff
_____ Support staff
_____ Other (please specify): _____

Part III: Finances

1. In approximate percentage terms, please indicate where any income over expenses generated by your unit is credited:

_____% General revenue of university
_____% Continuing education budget
_____% Departments
_____% Other (please specify): _____
_____% Not applicable
(100%)

2. Where is the responsibility for any deficit generated by your continuing education programs held?

_____ General revenue of university
_____ Continuing education budget
_____ Other (please specify): _____
_____ Not applicable

3. What is the approximate total budget (including salary and non-salary) for your continuing education program? $_____ per annum

4. What percentage of that budget is derived from:

Central budgetary allocation _____%
Fees _____%
External grants _____%
  Government grants
    Provincial grants _____%
    Federal grants _____%
    Other government grants _____%
  Non-government grants
    Corporate grants _____%
    Foundation grants _____%
    Other grants _____%
    (please specify) _____
  Other _____%
  (please specify) _____

5. Is your unit involved in offering courses or programs for external agencies under contract?

_____ Yes ---> In general, do you include an overhead item in the budget for these contracts?

_____ Yes ---> typically, what percentage of the contract is charged for overhead? _____%

---> typically, how is the overhead distributed?

_____% General revenue of university
_____% Retained by your unit
_____% Retained by academic units
_____% Other (please specify):_____

_____ No ---> approximately what per cent of offerings are for external agencies? _____%

_____ No

6. How do you compute indirect expenses? (check all that apply)

_____ By percentage of direct expenses
_____ A flat amount per program/event
_____ Other (please specify) _____
_____ Not applicable

7. Does your unit provide community service programs on a subsidized basis?

_____ Yes
_____ No

SECTION B
DEGREE COURSES

To be completed by respondents whose unit offers degree/ certificate courses. Questions apply to these courses ONLY.

Part I: Organization and Management

a) General

1. Does your unit approve the faculty or instructors who teach courses in your unit exclusively?

_____ Yes
_____ No ---> which body has this responsibility?
_____ Faculties/Schools
_____ Departments
_____ Both
_____ Other _____

2. Does your unit approve which courses will be offered in your continuing education program?

_____ Yes
_____ No ---> which body has this responsibility?
_____ Faculties/Schools
_____ Departments
_____ Both
_____ Other _____

3. How are staff (i.e., professional, programming, research) promoted within your unit?

_____ Through specified performance assessments based on stated criteria and procedures similar to faculty in other academic units
_____ Through specified performance assessments based on stated criteria and procedures unique to your unit
_____ Through specified performance assessments using criteria and procedures used generally through your institution for administrative, technical, and professional staff not holding academic rank
_____ Through informal, ad hoc assessments when positions within the unit become available or when recommendations for annual salary adjustments are made
_____ No promotional system or procedures are in place presently
_____ Other (please specify): _____

_____

4. Please rank the importance of the following items to the hiring process for your program directors/co-ordinators/developers on a scale of 1 to 4, where 1 is very important, and 4 is least important.

_____ Specialty in a particular academic discipline
_____ Specialty in the discipline of adult education
_____ General knowledge
_____ Other (please specify): _____

5. How many program directors/co-ordinators/developers does your continuing education unit have? _____

6. How many of these program directors/co-ordinators/developers have as their highest degree qualification:

_____ Bachelors in an academic discipline
_____ Masters in an academic discipline
_____ Doctorate in an academic discipline
_____ Bachelors in adult education
_____ Masters in adult education
_____ Doctorate in adult education

7. What is the salary range of your unit's program directors/co-ordinators/developers?
_____

8. How many of your program directors/co-ordinators/developers had experience in continuing education before joining your unit?

_____ (if none, please go on to sub-section b, Part I)

9. Where was this experience in continuing education acquired (please check all that apply)

_____ Other universities
_____ Colleges
_____ Other post-secondary institutions
_____ Voluntary associations, including professional societies
_____ Business and industry
_____ Free lancing
_____ Other (please specify): _____

b) Finances

1. In general, what approach is used to fund your continuing education unit?

_____ Completely subsidized by the university through an allocated operating budget
_____ Provided with an operating budget by the university with the expectation/ requirement that all/some/most of the funds allocated will be returned to the University through revenue generated during the fiscal year by the continuing education unit
_____ Operates under a mandate to be completely cost recoverable whereby all expenditures must be covered by revenues generated by the unit
_____ University provides no allocation of funds and requires/expects a certain percentage of the income generated by the unit to be given to the general revenue of the institution
_____ Other (please specify) _____
_____

2. Has the method of funding of your continuing education unit changed within the past three years?

_____ Yes
_____ No

3. Do you anticipate that the method of funding your continuing education unit will change within the next three years?

_____ Yes
_____ No

4. How does the method of funding your continuing education unit compare to that of other units within your institution?

i) Faculties/schools:
_____ Identical method
_____ Similar method
_____ Different method

ii) Service departments
_____ Identical method
_____ Similar method
_____ Different method

iii) Institutes/specialized centres
_____ Identical method
_____ Similar method
_____ Different method

5. In financing programs, what approximate percentage of funds originate from:

_____% Monies granted to your unit for general operation by the university
_____% Special enabling grants from the university
_____% Monies raised externally by program co-ordinators/directors/developers
_____% Monies raised externally by people in your unit other than program co-ordinators/directors/developers
_____% Registration fees paid by students or students' employers
_____% Other (please specify) _____

_____

Part II: Policies and Practices

1. What is the definition of a part-time student at your institution?

_____ A student who takes fewer than four courses per semester/term
_____ A Student who takes fewer than 24 credit hours during one academic year or fewer than 12 credit hours per term
_____ A student who takes fewer than 3.5 full courses during the academic year, or fewer than 2 full courses per term
_____ A student who takes less than 60% of a full course load
_____ Other (please specify): _____

_____

2. What is the definition of a Mature student at your institution?

_____ Someone 21 years of age or older who does not meet the standard entrance requirements of a high school or CEGEP diploma

_____ Someone 23 years of age or older who does not meet the standard entrance requirements of a high school or CEGEP diploma

_____ Someone 24 years of age or older who does not meet the standard entrance requirements of a high school or CEGEP diploma

_____ Someone 25 years of age or older who does not meet the standard entrance requirements of a high school or CEGEP diploma

_____ Other (please specify) _____

_____

3. Who formulates admission policies for part-time adult students in degree/certificate programs at your institution?

_____ Senate or Council
_____ Dean/Director of Admissions
_____ Academic Dean/Vice President for Academic Affairs
_____ Continuing Education Office
_____ Other (please specify): _____

_____

4. Does your institution have time requirements for completion of degree programs?

_____ Yes ---> How many years?
Full time? _____
Part-time _____

_____ No

5. Does your institution set a maximum number of courses (credit hours) a part-time student can take during an academic session?

_____ Yes ---> What is this maximum?
for fall/winter terms _____
for spring/summer terms: _____

6. Do adult/continuing education admission policies pertaining to the undergraduate degree/certificate programs ever differ from the admission policies of the regular undergraduate full-time program at your institution?

_____ Yes
_____ No

7. What are the admission requirements for continuing education part-time learners in your undergraduate degree/certificate program? (check those which apply)

_____ H.S. academic standards
_____ Age requirements
_____ Work experience
_____ Examination i.e., S.A.T., E.L.A.T.
_____ General interest in university education
_____ Final acceptance subject to performance review
_____ Other (please specify): _____

_____

8. Do you award undergraduate degree/certificate for experiential learning obtained prior to admission?

_____ Yes
_____ No ---> please go to question 11

9. Indicate methods of assessment used in awarding undergraduate credit for experiential learning (check all that apply):

_____ Standard examination
_____ Student narrative
_____ Interview
_____ Portfolio documentation
_____ Other (please specify): _____

_____

10. Regarding the awarding of undergraduate credit for experiential learning:

What do you charge students? $_____
What do you pay those who assess experience? $_____

11. Do you have admission requirements for non-matriculating students (i.e., for students taking credit courses, but not enrolled in a degree program)?

_____ Yes ---> please check all requirements that apply:
_____ H.S. academic standards
_____ Age requirements
_____ Related work experience
_____ Other (please specify): _____

_____

_____ No

12. Do you have an "open registration" (i.e., ongoing extending from posted pre-registration periods up to the time classes begin) system for your adult part-time students?

_____ Yes
_____ No

13. Do you have a pre-registration option other than in person?

_____ Mail option
_____ Phone option
_____ Other (please specify): _____

14. May a student register for degree/certificate courses without being formally admitted to a degree program at your university?

_____ Yes ---> what status is assigned to these students?

_____ No program
_____ Non-degree
_____ Non-matriculated
_____ Other (please specify): _____

---> who assumes responsibility to these students or serves as an 'academic home' for them?

_____ Your unit
_____ A faculty/school
_____ A central registrar's office
_____ No unit specifically assigned
_____ Other (please specify): _____

_____ No

15. May a student register for degree/certificate courses before appropriate transcripts are submitted?

_____ Yes
_____ Only if transcripts pending
_____ No

16. Do you have an orientation program for part-time adults in degree/certificate programs?

_____ Yes ---> what does this include? (check all that apply)

_____ Library orientation
_____ Counselling
_____ Study habits seminars
_____ Time management
_____ Writing skills
_____ Test and exam writing skills
_____ Academic advising
_____ Social events
_____ Simulations of class situations
_____ Peer support groups
_____ Orientation to buildings and facilities
_____ Other (please specify) _____

_____ No

17. Does the Registrar's Office provide registration support for your degree/certificate programs?

_____ Yes ---> please indicate the extent of this support on a scale of 1 to 4, where 1=significant support and 4 = no support

Pre-registration information _____
Financial _____
Staff _____
Entire registration procedure _____
Other _____
(please specify): _____

_____ No

18. Is your registration procedure physically separate from that of full-time students?

_____ Yes, completely
_____ Primarily
_____ No

19. May part-time adult students enroll in courses offered during the day?

_____ Yes ---> if yes, are there any limitations to this?

_____ Yes ---> if yes, what are they? (please check all that apply):

_____ Departmental permission
_____ Maximum number of courses per semester
_____ Maximum number of courses toward degree

_____ No

_____ No

20. May traditional (full-time) students enroll in degree/credit courses offered under the aegis of your unit

_____ Yes ---> if yes, are there any limitations to this?

_____ Yes ---> if yes, what are they? (please check all that apply):

_____ Departmental permission
_____ Maximum number of courses per semester
_____ Maximum number of courses toward degree

_____ No

_____ No

21. Does your unit offer advanced standing to transfer students from:

_____ Community/2-year colleges
_____ Four-year institutions
_____ Technical institutions
_____ Other (please specify) _____

22. Does your institution have an off-campus residency requirement for a bachelor's degree for part-time adult learners?

_____ Yes
_____ No
_____ Varies by program

23. Do the program directors/co-ordinators/developers in your continuing education unit work in conjunction with the faculty of the relevant academic department?

_____ Yes
_____ No

24. Does your unit program in subject matter (either as a single discipline or interdisciplinary), which is not taught in degree credit programs at your university?

_____ Yes
_____ No

25. Approximately what percentage of your program changes from year to year?

_____%

26. What approximate percentage of your program offerings are initiated by:

_____% Students
_____% Faculty of the Continuing Education unit
_____% Academic departments within the university
_____% Program developers/co-ordinators/directors
_____% Professional groups
_____% Senior management of your unit
_____% Private sector organizations
_____% Governments
_____% Other (please specify) _____

27. What approximate percentage of the time of your professional staff is devoted to:

_____% Program development
_____% Program design (instructional design or curriculum development)
_____% Marketing
_____% Academic pursuits, such as research, teaching, writing
_____% Administration
_____% Other (please specify) _____

Part III: Fees

1. What is your institutional tuition schedule for:

Full-time undergraduate students: $_____ per _____
Part-time undergraduate students: $_____ per _____

2. Is the fee different for day part-time study and evening part-time study for degree/certificate classes?

_____ Yes
_____ No

3. What other fees are assessed for adult part-time degree/certificate learners:

		AMOUNT	PER
_____	Student fees	$_____	_____
_____	Late registration fee	$_____	_____
_____	Application fee	$_____	_____
_____	Drop/add fee	$_____	_____
_____	Professional school fee	$_____	_____
_____	Other (please specify):	_____	

4. Which of the following methods of payment of fees do you accept in your continuing education program? (check all that apply):

_____ Cash
_____ Credit card
_____ Certified cheque
_____ Personal cheque
_____ Installment plan
_____ Other (please specify): _____

5. Do you have a tuition refund policy for part-time students taking degree/certificate courses?

_____ Yes ---> what is this policy based on?
- _____ Number of classes attended up to a specified date
- _____ Per diem charge from start of classes until a specified cut off date
- _____ Percentage of remaining fee based on percentage of classes attended
- _____ Other (please specify): _____

_____

_____ No

Part IV: Faculty and Faculty Recruitment

1. Does your institution have a policy that a minimum percentage of continuing education instructors in your degree/certificate program be regular full-time faculty members?

_____ Yes ---> what percentage? _____%
---> is this policy strictly adhered to?
- _____ Yes
- _____ No

_____ No

2. Does your institution have a policy on how much overload teaching a full-time faculty member can have?

_____ Yes ---> please describe briefly _____
_____
_____

---> is this policy strictly adhered to?
_____ Yes
_____ No

_____ No

3. Approximately what percentage of instructors who teach degree/certificate courses offered through your unit are regular full-time faculty? _____%

4. Who has the final authority for hiring full and part-time (adjunct) faculty members to teach degree/certificate courses offered through your unit?

_____ Continuing Education Dean/Director
_____ Academic Dean
_____ Vice President for Academic Affairs
_____ Department Chairperson
_____ Other (please specify): _____

5. Can you, as director, dean, or divisional head engage an instructor for degree/certificate courses without the consent of the appropriate academic department head?

_____ Yes, as a matter of policy
_____ Not as a matter of policy, but yes, in practice
_____ No
_____ Not applicable

6. Can you, as director, dean, or divisional head reject a faculty member who has been assigned by an academic department to teach degree/certificate courses offered through your continuing education unit?

_____ Yes
_____ Not as a matter of policy, but yes, in practice
_____ No
_____ Not applicable

7. Are any faculty members hired on a joint basis with an academic department to teach degree/credit courses offered through your unit?

_____ Yes ---> approximately what percentage of your faculty appointments are arranged this way? _____%
_____ No
_____ Not applicable

8. Are the rates paid to part-time instructors comparable throughout the university?

_____ Yes
_____ No ---> how do they differ?
_____ Common base rate throughout faculty with supplements for market differentials
_____ Differs with each faculty/school/department
_____ Same for all with exception of faculties of Law, Medicine, Engineering
_____ Other (please specify): _____

_____

9. What is the salary for part-time adjunct faculty for teaching degree/credit courses in your unit?

Undergraduate course: $_____ per _____
Graduate course: $_____ per _____
Explain (if not a set figure): _____
_____

10. What is the salary for your regular faculty (full-time) for teaching degree/credit courses on an overload basis in your unit?

Undergraduate course: $_____ per _____
Graduate course: $_____ per _____
Explain (if not a set figure): _____
_____

11. Who determines the salary schedule for instructors teaching degree/credit courses offered through your unit?

_____ Board of Governors
_____ Vice-president Academic
_____ Dean
_____ Senate
_____ Collective agreement
_____ Other (please specify): _____

12. Do the part-time adjunct faculty teaching degree courses offered through your unit have any of the following? (check all that apply):

_____ Academic rank at your institution
_____ Tenure
_____ Fringe benefits
_____ Office space
_____ Support staff assistance
_____ Other (please specify): _____

13. Do full-time faculty at your institution have a collective agreement with the university?

_____ Yes
_____ No

14. Are part-time instructors covered under a collective agreement with the university?

_____ Yes ---> is this coverage:
- _____ Under the general faculty collective agreement
- _____ Under a separate collective agreement for part-time instructors/sessionals?

_____ No

15. Has collective bargaining by faculty affected your continuing education program in any way?

_____ Yes ---> how? (please check all that apply):
- _____ Eliminated or reduced the appointments of those who are not members of the bargaining unit
- _____ Improved the overall level of qualifications of instructors appointed to teach
- _____ Improved the recognition of continuing education as an avenue for professional development and promotion in academic rank
- _____ Complicated the appointment process and paperwork
- _____ Introduced course or faculty evaluation by students
- _____ Created improved administrative procedures
- _____ Increased program operating costs significantly
- _____ Other (please specify): _____

_____ No
_____ Not applicable

16. What is the approximate student/faculty ratio at your institution for the following programs?

	Undergraduate	Graduate
'Regular' (day) session	_____	_____
Continuing education (evening) session	_____	_____
Spring/summer session	_____	_____

17. Are there funds for faculty recruitment in your adult part-time continuing education budget?

_____ Yes ---> what approximate percentage of the total continuing education budget does this represent? _____%
_____ No
_____ Sometimes negotiable

18. Are there funds for faculty development for instructors in your continuing education budget?

_____ Yes ---> what approximate percentage of the total continuing education budget does this represent? _____%

_____ No

_____ Sometimes negotiable

19. Do you conduct professional development programs for your instructors?

_____ Yes --->

_____ Yearly

_____ Occasionally

_____ Very infrequently

---> who is responsible for organizing these programs? (please check all that apply):

	category	
_____	'A'	Continuing education unit
_____	'B'	Academic departments/faculties
_____	'C'	Central university administration
_____	'D'	Organized on an ad hoc basis
_____	'E'	Other (please specify): _____

---> what form do these programs take? (please rank methods from 1 to 4, where 1=frequently conducted and 4 = never conducted) (if different programs are organized by different people, please indicate who is responsible for each form of program by the letter assigned to the above categories)

category	rank	
_____	_____	Short, intensive workshops or meetings
_____	_____	Series of sessions or meetings held over several weeks
_____	_____	Individualized study
_____	_____	Peer support network or consultations
_____	_____	Other (please specify): _____

_____ No

Part V: Students and Student Recruitment

1. What services are provided for adult part-time students at your institution? (check all that apply):

_____ Advisement
_____ Bookstore discounts
_____ Career development/planning
_____ Cheque cashing privileges
_____ Part-time student lounge/Mature students centre
_____ Counselling
_____ Financial aid advisement
_____ Health services
_____ Orientation
_____ Placement
_____ Recreational/athletic facilities
_____ Security
_____ Social activity discounts
_____ Other (please specify): _____

2. Which of the services/activities are available to part-time students at your institution during the evening? (check all that apply):

_____ Advisement
_____ Career development/planning
_____ Bookstore
_____ Library
_____ Continuing education office
_____ Part-time student lounge/Mature students centre
_____ Counselling
_____ Financial aid advisement
_____ Health services
_____ Orientation
_____ Placement
_____ Recreational/athletic facilities
_____ Security
_____ Other (please specify): _____

3. Are part-time students eligible to belong to full-time student organizations?

_____ Yes
_____ No

4. Are your part-time students eligible for academic awards?

_____ Yes ---> which awards are they eligible for? (please check all that apply):

please check if award on par with full-time students	please check if award NOT on par with full-time students	
_____	_____	Dean's list
_____	_____	Medals/prizes for academic performance
_____	_____	Scholarship
_____	_____	Bursaries
_____	_____	Loans
_____	_____	Other (please specify): _____

_____ No

5. Are your retention policies (probation and suspension) for part-time students different from those for full-time students?

_____ Yes
_____ No

6. What is the approximate student attrition rate for degree/certificate courses?

Regular/day/full-time: _____%
Part-time continuing education _____%

7. Do continuing education students participate in decisions/recommendations regarding continuing education programming?

_____ Yes ---> how? (please check all that apply):

_____ Student membership on departmental board
_____ Student membership on decision making committee
_____ Quasi-official (non-voting) representation on decision making committees
_____ Other (please specify): _____

_____ No

8. Indicate the types of counselling or advisement available to continuing education/part-time adult students at your institution. (check all that apply):

_____ Academic advisement
_____ Career counselling
_____ Psychological/personal counselling
_____ Other (please specify): _____

9. Who formally counsels or advises part-time adult students at your institution? (check all that apply):

(i) for general/personal matters:
_____ Peer counselling
_____ University counselling centre
_____ Continuing education counselling
_____ Program counsellor
_____ Academic units
_____ Other (please specify): _____

(ii) for academic matters
_____ Peer counselling
_____ University counselling centre
_____ Continuing education counselling
_____ Program counsellor
_____ Academic units
_____ Other (please specify): _____

10. Do you have an office or individual responsible for marketing and promotion within your continuing education unit?

_____ Yes
_____ No

11. Is there an independent part-time student organization at your institution?

_____ Yes ---> In what year was it organized? _____
---> Does it have permanent office space?
_____ Yes
_____ No
---> Does it have a constitution recognized by the Board of Governors?
_____ Yes
_____ No
---> Is it autonomous from the regular student council?
_____ Yes
_____ No
---> Approximately how many paid-up members does it represent?
_____

_____ No

12. Is an independent mature student organization at your institution?

_____ Yes ---> In what year was it organized? _____
---> Does it have permanent office space?
_____ Yes
_____ No
---> Does it have a constitution recognized by the Board of Governors?
_____ Yes
_____ No
---> Is it autonomous from the regular student council?
_____ Yes
_____ No
---> Approximately how many paid-up members does it represent?
_____

_____ No

13. How do you communicate your program to the public? (please rank the following from 1 to 4, where 1 = method most frequently used and 4 = method least frequently used; do not rank methods you do not use):

_____ Newspaper ads
_____ Radio ads
_____ Television ads
_____ Press releases
_____ Shopping centre displays
_____ Sessional calendars mailed directly
_____ Brochures mailed directly
_____ Household 'drops' or general mailings
_____ Other (please specify) _____

14. What are the most effective methods of recruitment? (please rank the following from 1 to 4, where 1 =most effective and 4 =least effective; do not rank methods you do not use):

_____ Newspaper advertisements
_____ Radio ads
_____ Television ads
_____ Press releases
_____ Shopping centre displays
_____ Sessional calendars mailed directly
_____ Brochures mailed directly
_____ Household 'drops' or general mailings
_____ Other (please specify) _____

15. Do you have an item in your recruiting budget for marketing and promotion of your program to part-time students?

_____ Yes ---> What percentage of your unit's total budget does this represent?
_____%

_____ No

16. What percentage of advertised courses are cancelled?

_____% of _____ courses

Part VI: Scheduling

1. Is your unit responsible for developing the class schedule for degree/certificate courses offered through your unit?

_____ Yes
_____ No

2. Does your unit have the authority to revise or make additions/deletions to the schedule for degree/credit courses offered through your unit?

_____ Yes
_____ No

3. How many times per week does a typical degree/certificate class offered through your unit meet during the September - April academic sessions?

_____ One
_____ Two
_____ Three
_____ Four

4. Do you require, as a general policy, a minimum number of registrants for a degree/credit course offered under the aegis of unit in order for it to operate?

_____ Yes ---> What is the minimum number? _____
---> Can this number be waived?
_____ Yes ---> By whom? _____
_____
_____ No

_____ No

5. Do you operate a weekend program?

_____ Yes
_____ No

Part VII: Distance Education

1. Do you offer any continuing education courses to students off campus?

_____ Yes ---> please rank from 1 to 4, with 1 = frequently used method of delivery and 4 = infrequently used method of delivery; please do not rank any method you do not use
_____ Face to face, off campus
_____ Broadcast television
_____ Cable television
_____ Audio cassettes
_____ Printed material
_____ Video cassettes
_____ Teleconferencing
_____ Computer conferencing
_____ Correspondence
_____ Other (please specify): _____

_____ No ---> please go to SECTION 'C' if applicable. If SECTION 'C' is not applicable to you, thank you for completing this questionnaire. If you wish, we will provide you with a documented copy of the data set for your further analysis.

2. Do these courses count for degree credit?

_____ Yes
_____ No

3. Does your institution operate special off-campus centres or offices to support your distance education operations?

_____ Yes ---> how many centres/offices? _____
---> how many FTE staff per centre/office? _____
_____ No

4. How many staff do you have in your unit who are responsible for your distance education operations?

_____ Full-time staff
_____ Part-time staff (half time or more)
_____ Part-time staff (less than half time)

5. What types of staff in your unit have responsibility for distance education operations? (please check all that apply):

_____ Program development ---> approximate # of staff: _____
_____ Institutional design ---> approximate # of staff: _____
_____ Research ---> approximate # of staff: _____
_____ Instruction ---> approximate # of staff: _____
_____ Graphics design, print ---> approximate # of staff: _____
_____ Technicians, A-V media ---> approximate # of staff: _____
_____ Other ---> approximate # of staff: _____
(please specify): _____

6. What percentage of full-time and part-time instructors teach distance education courses?

_____% Full-time
_____% Part-time
---> If full-time faculty teach distance education courses, how are they remunerated?
_____ Additional pay
_____ Reduction in course load
_____ Reduced time/reduced load
_____ Other (please specify): _____

7. Is there any limit on the number of degree/certificate courses which may be taken off campus by students enrolled in an degree program at your university?

_____ Yes ---> What is the maximum number? _____
OR
---> What is the maximum percentage of degree/certificate courses?
_____%
_____ No

8. Is any special training provided for instructors teaching distance education courses?

_____ Yes
_____ No

9. Are complete degree/certificate programs available via distance education through your unit?

_____ Yes ---> what percentage of total degree/certificate offerings would this represent? _____%

_____ No

10. Does your unit provide student services specially for distance education students?

_____ Yes ---> what services? (please check all that apply):

_____ Advisement
_____ Bookstore discounts
_____ Career development/planning
_____ Counselling
_____ Financial aid advisement
_____ Orientation
_____ Placement
_____ Other (please specify): _____

_____ No

11. Who handles registration for your distance education courses?

_____ Registrar's office
_____ Continuing education unit
_____ Regular course registration procedure
_____ Other (please specify): _____
_____ Not applicable

12. In what proportion are your distance education courses financed?

_____% Special government grants
_____% Donation and endowments
_____% Tuition fees
_____% Operating budget
_____% Other (please specify): _____

13. Is there institutional commitment to your distance education delivery methods or system?

_____ Yes, full commitment
_____ Partial commitment
_____ No

If SECTION 'C' is not applicable to you, thank you for completing this questionnaire. If you wish, we will provide you with a documented copy of the data set for your further analysis.

SECTION C
NON-DEGREE COURSES

To be completed by respondents whose unit offers non-degree/ courses. Questions apply to these courses ONLY.

Part I: Organization and Management

a) General:

1. Does your unit have the exclusive responsibility to approve the instructors who teach courses in your unit

_____ Yes, exclusive responsibility
_____ Yes, in consultation with:
  _____ Faculties/Schools
  _____ Departments
  _____ Both of the above
  _____ Other (please specify): _____
_____ No ---> which body has this responsibility?
  _____ Faculties/Schools
  _____ Departments
  _____ Both of the above
  _____ Other (please specify): _____

2. Does your unit have the exclusive responsibility to approve which courses will be offered in your continuing education program?

_____ Yes, exclusive responsibility
_____ Yes, in consultation with:
  _____ Faculties/Schools
  _____ Departments
  _____ Both of the above
  _____ Other (please specify): _____
_____ No ---> which body has this responsibility?
  _____ Faculties/Schools
  _____ Departments
  _____ Both
  _____ Other _____

3. How are staff (i.e., professional, programming, research) promoted within your unit?

_____ Through specified performance assessments based on stated criteria and procedures unique to your unit
_____ Through specified performance assessments using criteria and procedures used generally through your institution for administrative, technical, and professional staff not holding academic rank
_____ Through informal. ad hoc assessments when positions within the unit become available or when recommendations for annual salary adjustments are made
_____ No promotional system or procedures are in place presently
_____ Other (please specify): _____

_____

4. Please rank the importance of the following items to the hiring process for your program directors/co-ordinators/developers on a scale of 1 to 4, where 1 is very important, and 4 is least important.

_____ Specialty in a particular academic discipline
_____ Specialty in the discipline of adult education
_____ General knowledge
_____ Other (please specify): _____

5. How many program directors/co-ordinators/developers does your continuing education unit have? _____

6. How many of these program directors/co-ordinators/developers have as their highest degree qualification:

_____ Bachelors in an academic discipline
_____ Masters in an academic discipline
_____ Doctorate in an academic discipline
_____ Bachelors in adult education
_____ Masters in adult education
_____ Doctorate in adult education

7. What is the salary range of your unit's program directors/co-ordinators/developers?
_____

8. How many of your program directors/co-ordinators/developers had experience in continuing education before joining your unit?

_____ (if none, please go on to sub-section b, Part I)

9. Where was this experience in continuing education acquired (please check all that apply)

_____ Other universities
_____ Colleges
_____ Other post-secondary institutions
_____ Voluntary associations, including professional societies
_____ Business and industry
_____ Free lancing
_____ Other (please specify): _____

b) Finance

1. In general, what approach is used to fund your continuing education unit?

_____ Completely subsidized by the university through an allocated operating budget
_____ Provided with an operating budget by the university with the expectation/ requirement that all/some/most of the funds allocated will be returned to the university through revenue generated during the fiscal year by your continuing education unit
_____ Operates under a mandate to be completely cost recoverable whereby all expenditures must be covered by revenues generated by the unit
_____ University provides no allocation of funds and requires/expects a certain percentage of the income generated by the unit to be given to the general revenue of the institution

_____ Other (please specify) _____

_____

2. Has the method of funding of your continuing education unit changed within the past three years?

_____ Yes
_____ No

3. Do you anticipate that the method of funding your continuing education unit will change within the next three years?

_____ Yes
_____ No

4. How does the method of funding your continuing education unit compare to that of other units within your institution?

(i) Faculties/schools:
_____ Identical method
_____ Similar method
_____ Different method

(ii) Service departments
_____ Identical method
_____ Similar method
_____ Different method

(iii) Institutes/specialized centres
_____ Identical method
_____ Similar method
_____ Different method

5. Do you have a separate operating budget in your unit for non-degree courses?

_____ Yes
_____ No

6. Is your non-degree program expected to bear the following costs? (please check all that apply)

_____ Compensation of your continuing education unit head
_____ Compensation of directors reporting to your continuing education unit head
_____ Compensation of program co-ordinators and administrators
_____ Compensation of secretarial/clerical staff
_____ Promotional costs
_____ Direct program costs, including instruction
_____ Direct program costs, excluding instruction
_____ Overhead paid to institution for specific goods and services on a cost-recovery basis
_____ Overhead paid to the university on a fixed percentage basis ---> please indicate per cent _____%

7. What remuneration does your faculty receive for teaching a non-degree course?

$_____ per _____
indicate range of remuneration if appropriate:
_____

8. Does your continuing education unit conduct conferences and seminars?

_____ Yes ---> if yes:
_____ Number of conferences/seminars (Sept. 1, 1984 - Aug. 31, 1985)
_____ Number of participants
_____ Number of programs held by academic departments
_____ Number of programs held by continuing education unit
_____ Number of programs held jointly by continuing education unit and outside agencies

_____ No

9. What do you pay your instructors for presenting conferences and seminars?

Full-time faculty: $_____ per _____
(please indicate range if appropriate): _____
Part-time (adjunct): $_____ per _____
(please indicate range if appropriate): _____

10. Does your institution award Continuing Education Units (CEUs)?

_____ Yes ---> Who awards these? (please check all that apply):

_____ Continuing education unit
_____ Registrar
_____ Academic unit
_____ Other (please specify): _____

_____ No

11. In financing programs, what approximate percentage of funds originate from:

_____% Monies granted to your unit for general operation by the university
_____% Special enabling grants from the university
_____% Monies raised externally by program co-ordinators/directors/developers
_____% Monies raised externally by people in your unit other than program co-ordinators/directors/developers
_____% Registration fees paid by students or students' employers
_____% Other (please specify) _____

Part II: Policies and Practices

1. Do you have an "open registration" (i.e. ongoing extending from posted pre-registration periods up to the time classes begin) system for your adult part-time students?

_____ Yes
_____ No

2. Do you have a pre-registration option other than in person?

_____ Mail option
_____ Phone option
_____ Other (please specify): _____

3. Do you have an orientation program for part-time adults in non-degree programs?

_____ Yes ---> what does this include? (check all that apply)
represent? _____%
_____ Counselling
_____ Study skills
_____ Writing skills
_____ Social events
_____ Peer support groups
_____ Orientation to buildings and facilities
_____ Other (please specify): _____

_____ No

4. Does the Registrar's Office provide registration support for your non-degree programs?

_____ Yes ---> please specify the extent of this support on a scale of 1 to 4, where 1 = significant support and 4 = no support
_____ Pre-registration information
_____ Financial
_____ Staff
_____ Entire registration procedure
_____ Other (please specify): _____

_____ No

5. Do the program directors/co-ordinators/developers in your continuing education unit work in conjunction with the faculty of the relevant academic department?

_____ Yes
_____ No

6. Does your unit program in subject matter (either as a single discipline or interdisciplinary), which is not taught in degree credit programs at your university?

_____ Yes
_____ No

7. Approximately what percentage of your program changes from year to year?

_____%

8. What approximate percentage of your program offerings are initiated by:

_____% Students
_____% Faculty of the Continuing Education unit
_____% Academic departments within the university
_____% Program developers/co-ordinators/directors
_____% Professional groups
_____% Senior management of your unit
_____% Private sector organizations
_____% Governments
_____% Other (please specify): _____

9. What approximate percentage of the time of your professional staff is devoted to:

_____% Program development
_____% Program design (instructional design or curriculum development)
_____% Marketing
_____% Academic pursuits, such as research, teaching, writing
_____% Administration
_____% Other (please specify): _____

Part III: Fees

1. What is your institutional tuition schedule for:

Hobby/recreation courses: $_____ per _____
Job-related courses: $_____ per _____
Seminars: $_____ per _____
Conferences: $_____ per _____
Other (please specify): _____

2. What other fees are assessed for adult part-time non-degree learners:

		AMOUNT	PER
_____	Student fees	$_____	_____
_____	Late registration fee	$_____	_____
_____	Application fee	$_____	_____
_____	Drop/add fee	$_____	_____
_____	Other (please specify): _____		

3. Which of the following methods of payment of fees do you accept in your continuing education program? (check all that apply):

_____ Cash
_____ Credit card
_____ Certified cheque
_____ Personal cheque
_____ Installment plan
_____ Other (please specify): _____

4. Do you have a refund policy for students taking non-degree courses?

_____ Yes ---> what is this policy based on?
- _____ Number of classes attended up to a specified date
- _____ Per diem charge from start of classes until a specified cut off date
- _____ Percentage of remaining fee based on percentage of classes attended
- _____ Other (please specify): _____

_____ No

Part IV: Staff and Staff Recruitment

1. Approximately how many instructors who teach non-degree courses offered through your unit are regular full-time staff or faculty? _____

---> What percentage of your total instructional staff would this represent? _____%

2a. In POLICY, who has the final authority for hiring full and part-time faculty or staff members to teach non-degree courses offered through your unit?

_____ Continuing Education Dean/Director
_____ Academic Dean
_____ Vice-President Academic
_____ Other (please specify): _____

2b. In PRACTICE, who has the final authority for hiring full and part-time faculty or staff members to teach non-degree courses offered through your unit?

_____ Continuing Education Dean/Director
_____ Academic Dean
_____ Vice-President Academic
_____ Other (please specify): _____

3. Can you, as director, dean, or divisional head engage an instructor for non-degree courses directly?

_____ Yes, as a matter of policy
_____ Not as a matter of policy, but yes, in practice
_____ No
_____ Not applicable

4. Can you, as director, dean, or divisional head reject an instructor assigned to teach non-degree courses offered through your continuing education unit?

_____ Yes, as a matter of policy
_____ Not as a matter of policy, but yes, in practice
_____ No
_____ Not applicable

5. Are the rates paid to part-time instructors comparable throughout the university?

_____ Yes
_____ No ---> how do they differ?
_____ Common base rate throughout university with supplements for market differentials
_____ Differs with each unit
_____ Other (please specify): _____

_____

6. What is the salary for part-time instructors for teaching non-degree courses in your unit?

General interest course:	$_____	per	_____
Career/professional development course:	$_____	per	_____
Seminar:	$_____	per	_____
Conference	$_____	per	_____

Other (please specify): _____

7. Who determines the salary schedule for instructors teaching non-degree courses offered through your unit?

_____ Board of Governors
_____ Vice-President Academic
_____ Dean
_____ Collective agreement
_____ Provincial director
_____ Other (please specify): _____

8. Do the part-time instructors teaching non-degree courses offered through your unit have any of the following? (check all that apply):

_____ Seniority
_____ Fringe benefits
_____ Office space
_____ Support staff assistance
_____ Other (please specify): _____

9. Do full-time instructors in your unit have a collective agreement with the university?

_____ Yes
_____ No

10. Are part-time instructors in your unit covered under a collective agreement with the university?

_____ Yes
_____ No

11. Has collective bargaining by instructors affected your continuing education program in any way?

_____ Yes ---> how? (please check all that apply):
- _____ Eliminated or reduced the number of instructors who are not members of the bargaining unit
- _____ Improved the overall level of qualifications of instructors in academic rank
- _____ Complicated the appointment process and paperwork
- _____ Introduced course or instructor evaluation by students
- _____ Created improved administrative procedures
- _____ Increased program operating costs significantly
- _____ Other (please specify): _____

_____

_____ No
_____ Not applicable

12. Are there funds for professional development for instructors in your continuing education budget?

_____ Yes ---> what approximate percentage of the total continuing education budget does this represent? _____%
_____ No
_____ Sometimes negotiable

13. Do you conduct professional development programs for your instructors?

_____ Yes --->

_____ Yearly
_____ Occasionally
_____ Very infrequently

---> who is responsible for organizing these programs? (please check all that apply):

	category	
_____	'A'	Continuing education unit
_____	'B'	Academic departments/faculties
_____	'C'	Central university administration
_____	'D'	Organized on an ad hoc basis
_____	'E'	Other (please specify): _____

---> what form do these programs take? (please rank methods from 1 to 4, where 1=frequently conducted and 4 = never conducted) (if different programs are organized by different people, please indicate who is responsible for each form of program by the letter assigned to the above categories)

category	rank	
_____	_____	Short, intensive workshops or meetings
_____	_____	Series of sessions or meetings held over several weeks
_____	_____	Individualized study
_____	_____	Peer support network or consultations
_____	_____	Other (please specify): _____

_____ No

Part V: Students and Student Recruitment

1. What services are provided for adult part-time students at your institution? (check all that apply):

_____ Advisement
_____ Bookstore discounts
_____ Career development/planning
_____ Cheque cashing privileges
_____ Counselling
_____ Financial aid advisement
_____ Health services
_____ Orientation
_____ Placement
_____ Recreational/athletic facilities
_____ Security
_____ Social activity discounts
_____ Other (please specify): _____

2. Which of the services/activities are available to part-time students at your institution during the evening? (check all that apply):

_____ Advisement
_____ Career development/planning
_____ Bookstore
_____ Library
_____ Continuing education office
_____ Part-time student lounge/Mature students centre
_____ Counselling
_____ Financial aid advisement
_____ Health services
_____ Orientation
_____ Placement
_____ Recreational/athletic facilities
_____ Security
_____ Social activity discounts
_____ Other (please specify): _____

3. What is the approximate student attrition rate for non-degree courses?

General interest courses: _____%
Career/professional development courses: _____%
Seminars: _____%
Conferences: _____%
Other (please specify): _____%
_____

4. Do non-degree, continuing education students participate in decisions/recommendations regarding non-degree, continuing education programming?

_____ Yes ---> how? (please check all that apply):
_____ Student membership on unit's management board
_____ Student membership on decision making committee
_____ Quasi-official (non-voting) representation on decision making committees
_____ Other (please specify): _____
_____

_____ No

5. Indicate the types of counselling or advisement available to non-degree,continuing education students at your institution. (check all that apply):

_____ Program advisement
_____ Career counselling
_____ Psychological/personal counselling
_____ Other (please specify): _____

6. Who formally counsels or advises non-degree adult learners for general/personal matters at your institution? (check all that apply):

_____ Peer counselling
_____ University counselling centre
_____ Continuing education counselling
_____ Program counsellor
_____ Other (please specify): _____

7. Which counsellors or advisors are available during the evenings for non-degree adult learners for general/personal matters at your institution? (check all that apply):

_____ Peer counsellors
_____ University counsellors from counselling centre
_____ Continuing education counsellors
_____ Program counsellors
_____ Other (please specify): _____

8. Do you have an office or individual responsible for marketing and promotion of non-degree offerings within your continuing education unit?

_____ Yes
_____ No

9. How do you communicate your non-degree programs to the public? (please rank the following from 1 to 4, where 1 = method most frequently used and 4 = method least frequently used; do not rank methods you do not use):

_____ Newspaper ads
_____ Radio ads
_____ Television ads
_____ Press releases
_____ Shopping centre displays
_____ Sessional calendars mailed directly
_____ Household 'drops' or general mailings
_____ Other (please specify) _____

10. What are the most effective methods of recruitment? (please rank the following from 1 to 4, where 1 =method most frequently used and 4 =method least frequently used ; do not rank methods you do not use):

_____ Newspaper advertisements
_____ Radio ads
_____ Television ads
_____ Press releases
_____ Shopping centre displays
_____ Sessional calendars mailed directly
_____ Household 'drops' or general mailings
_____ Other (please specify) _____

11. Do you have an item in your budget for marketing and promotion of your non-degree programs ?

_____ Yes ---> What percentage of your unit's total revenue budget does this represent? _____%
_____ No

12. What percentage of advertised courses are cancelled?

_____% of _____ courses

Part VI: Scheduling

1. Is your unit responsible for developing the class schedule for non-degree courses offered through your unit?

_____ Yes
_____ No

2. Does your unit have the authority to revise or make additions/deletions to the schedule for non-degree courses offered through your unit?

_____ Yes
_____ No

3. Do you require, as a general policy, a minimum number of registrants for a non-degree course offered under the aegis of unit in order for it to operate?

_____ Yes ---> What is the minimum number? _____
---> Can this number be waived?
_____ Yes ---> By whom? _____
_____
_____ No
_____ No

4. Do you offer any weekend courses, conferences or workshops?

_____ Yes
_____ No

Part VII: Distance Education

1. Do you offer any non-degree continuing education courses to students off campus?

_____ Yes ---> please rank from 1 to 4, with 1 = frequently used method of delivery and 4 = infrequently used method of delivery; please do not rank any method you do not use

_____ Face to face, off campus
_____ Broadcast television
_____ Cable television
_____ Audio cassettes
_____ Printed material
_____ Video cassettes
_____ Teleconferencing
_____ Computer conferencing
_____ Correspondence
_____ Other (please specify): _____

_____ No ---> Thank you for completing this questionnaire. If you wish, we will provide you with a documented copy of the data set for your further analysis.

2. Does your institution operate special off-campus centres or offices to support your non-degree, distance education operations?

_____ Yes ---> how many centres/offices? _____
---> how many staff per centre/office? _____
_____ No

3. How many staff do you have in your unit who are responsible for your non-degree, distance education operations?

_____ Full-time staff
_____ Part-time staff (half time or more)
_____ Part-time staff (less than half time)

4. What types of staff in your unit have responsibility for non-degree, distance education operations? (please check all that apply):

_____ Program development ---> approximate # of staff: _____
_____ Institutional design ---> approximate # of staff: _____
_____ Instruction ---> approximate # of staff: _____
_____ Graphics design, print ---> approximate # of staff: _____
_____ Technicians, A-V media ---> approximate # of staff: _____
_____ Other ---> approximate # of staff: _____
(please specify): _____

5. What percentage of full-time and part-time instructors teach non-degree, distance education courses?

_____% Full-time
_____% Part-time

6. Do you provide any special training to instructors teaching non-degree, distance education courses?

_____ Yes
_____ No

7. Does your unit provide student services for non-degree, distance education students?

_____ Yes ---> what services? (please check all that apply):
_____ Advisement
_____ Bookstore discounts
_____ Career development/planning
_____ Mobile bookstore/library
_____ Counselling
_____ Financial aid advisement
_____ Health services
_____ Orientation
_____ Placement
_____ Recreational/athletic facilities
_____ Social activity discounts
_____ Other (please specify): _____

_____ No

8. Who handles registration for your non-degree, distance education courses?

_____ Registrar's office
_____ Continuing education unit
_____ Other (please specify): _____
_____ Not applicable

9. In what proportion are your non-degree, distance education courses financed?

_____% Special government grants
_____% Donations and endowments
_____% Registration fees
_____% Operating budget
_____% Other (please specify): _____

10. Is there institutional commitment to your non-degree, distance education delivery methods or system?

_____ Yes, full commitment
_____ Partial commitment
_____ No

Thank you for completing this questionnaire. If you wish, we will provide you with a documented copy of the data set for your further analysis.

INDEX

A

academic awards, 35
Ad Hoc Advisory Committee, vi, vii
admission
  policies, 24
  requirements, 25
advanced standing, 27
advising, 36, 52
advisory committees, 9
Association for Continuing Higher Education, vi, vii
Association of Universities and Colleges of Canada, vii
Association of University Evening Colleges, vi
attrition, 37, 53

B

benefits for part-time instructors, 33, 50-51
budgeting, 14
bursaries for students, 35

C

Canadian Association for University Continuing Education, v, 2, 3
centralized vs decentralized responsibility, 6
class schedule, 38, 54
Clements, Ken, vii
collective agreements, 32,51
contracts, external, 15
counselling and advisement, 36, 52
course approval, 18, 42
Croft, Marion, vi, vii

D

dean/director of CEU
  appointment status, 12
  background, 11
  reporting relationship, 9
  representation on decision-making bodies, 10
  salary, 12
  title, 11
deficits, 15
definitions
  degree/certificate courses, 2
  non-degree, 2
  part-time student, 23
Department of the Secretary of State, vii
distance education
  funding, 40, 56
  instructor training, 40, 56
  methods used, 39, 55
  registration, 40, 56
  staff functions, 40, 56
  staffing, 39, 55
  student services, 40, 56

E

expenses
  indirect, 16
  types for non-degree courses, 45

F

fees
  methods of payment, 30, 49
  other, 29, 48
  tuition, 29, 48
finance
  degree courses, 21
  non-degree courses, 44
functions
  of CEUs, 7
  professional staff, 28, 47-48

G

Guildenhuys, Faith, vi

H

Hoppe, William, vi

I

Innes, Ken, vii
instructors
  benefits and services, 33, 50-51
  pay rates, 31, 50
  professional development, 33, 40, 51, 56
  recruitment authority, 31, 49-50

K

Kidd, J. Roby, v

M

marketing, 37, 53
mature student definition, 23-24
methodology, 2
minimum number of course registrations, 38, 54
mission statements, 11
Morris, John, vi

N

Nance, Margit, vii
National University Continuing Education Association, vii
non-salary provisions for instructors, 33, 50-51

O

off-campus centres or offices, 39, 55
organization of the CEUs, 10
orientation program for students, 29, 48
overhead, 15
overload teaching, 33

P

part-time faculty benefits, 34, 50-51
part-time student definition, 23
payment of tuition fees, 48
policy/mission statements, 11
Prisk, Dennis, vi, vii
professional development of part-time instructors, 33, 51
program and course development
  initiation of programs and courses, 27, 47
program reorganization, 8
purpose of the survey, 1

R

rates of pay for part-time instructors, 31, 46, 50
registration
  degree courses, 25-26
  distance education, 40, 56
  minimum class, 38, 54
  non-degree courses, 46
reporting relationships of the Dean/Director, 9
representation on decision-making bodies, 10
residency requirement, 27
responsibility
  for approving courses and instructors, 18, 42
  for administration and programming, 8
retention policies, 37
revenue, 22, 45

S

salary
  authorization of salary schedules, 32, 50
  deans/directors, 12
  instructors, 31, 46, 50
  second-level administrators, 13
scholarships, 35
second-level CEU administrators
  background, 12
  salary, 13
  status, 13
  title, 12
Secretary of State, Department of, vii
staff in CEUs
  background, 19-21, 43-44
  methods for promotion, 20, 43
  number of FTE, 13
  time spent on functions, 28, 47-48
staffing, 39, 55
stipends for instructors , 31-32, 46
structural reorganization, 8
structure (see organization)
student organizations, 37
  representation on decision-making bodies, 37, 54
student/faculty ratio, 33
student services, 34, 40, 51-52, 56
surpluses, 15

T

title of unit, 6
tuition fees (see fees)

W

Watkins, Wendy, vii
Waugh, Alex, vii
weekend courses, 38, 54